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# The A.T.A. Magazine

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ALLIANCE, INC.  
*Magistri Neque Servi*



JANUARY, 1944



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# The A. T. A. Magazine



Magistri Neque Servi

Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XIV.

EDMONTON, JANUARY, 1934

No. 5

## L'Envoi

Midnight, 31/12/33.

The old year is passing out, "unwept, unhonoured and unsung" by most of us. True, the C.R.C. has just presented the Hon. Mr. Rhodes to show how solid and deeply-founded is the financial structure and the credit of our Dominion. True, Mr. Bennett has addressed to us a timely and sincere appeal for a general rally of public opinion to the cause of goodwill among peoples. (It was not, of course, opportunity to announce a policy as to the exportation of Canadian nickel, increased fourfold during the past year of international strain).

But far and wide over English-speaking lands the choirs and the ether have been echoing:

Ring out old shapes of foul disease,  
Ring out the narrowing lust of gold,  
Ring out the thousand wars of old,  
Ring in the thousand years of peace.

Ring in the valiant man and free,  
The eager heart, the kindlier hand,  
Ring out the darkness of the land,  
Ring in the Christ that is to be.

Noble aspirations! But is that all? With a sense of anticlimax we realize that three hundred and sixty-five nights ago the same voices flung out the same challenge against the welkin, and that in the intervening weeks Germany has slammed the door on the League of Nations and resumed her military traditions; France has danced to the piping of her steel-dominated press and all but bankrupted herself in the building of fortifications which will presently be obsolete; Japan is working up to a condition of fighting megalomania in which she will presently bite someone who can bite back. In the economic sphere an International Conference collapsed miserably; a great deal of gold which had "fled" to Paris "fled" back to London, so that the French people might suffer from financial chaos as England nearly did two years before. In Canada unemployed men tramped the highways, ill-conditioned and without prospects, until they were provided for in work camps at 20 cents a day. In Alberta two men were hanged for a murder motivated by a miserable five hundred dollars, and in British Columbia a grave-digger was convicted of divesting dead men of the decent clothes in which they were buried. "Ring out the narrowing lust of gold". "Ring in . . . the eager heart, the kindlier hand". The old shapes of foul disease evidently do not succumb to the innocuous treatment of ringing out, nor is the mere pealing of bells enough to conjure forth eager hearts, and kindlier hands.

What are the bells about to ring in? Certainly not any magical growth of wheat from the tares we sowed in 1933. Certainly not any magical act of face-lifting by which the lines of greed and the wrinkles of cunning and the scowl of suspicion shall be moved from the visage of mankind.

What are the bells about to ring in? Certainly not any cancellation of war debts to nations which are buying up front seats for the next war. Certainly not any increase of commerce among nations that insist on selling without buy-

ing, nor any increase of effective goodwill so long as they insist upon anything so foolish.

What are the bells about to ring in? Certainly not any voluntary action that will free our institutions from the staggering load of bonded debt. Certainly not any altruistic effacement of the machine so that men may have their jobs again, nor any spontaneous expansion of wages whereby purchasing power may be re-established. Certainly not any glad and liberal application to industry and finance of the lessons of the past four years.

What the bells ring in tonight is, of course, largely predetermined. By and large, the people of England will be a little more comfortable because they have embarked on a huge programme of slum-replacement. The Yankees will be a little more comfortable because the President is guiding American policies to conform to the needs of common men, women and children. The Germans will be a little less comfortable because they have gone in for hates again. The people of France will be much less comfortable because they are next door to the Nazi revolution, and have only themselves to thank for having failed in fifteen years to establish a basis of mutual respect and amity with their neighbor. The Russians will probably be a little more comfortable because they are primarily concerned with increasing production, improving and equalizing distribution, promoting education and reforming criminals. In short, wherever the path of progress is sought in the direction of more abundant life for common human beings, there 1934 is going to be a little better than 1933; and wherever entrenched power and greed camouflage themselves behind racial fanaticism, jingoism, "immutable" economic laws, and "the integrity of our institutions", 1934 will be just about as heart-breaking as 1933—not for you and me, of course, with our comfortable homes and our jobs, but for those hundreds of thousands of fellow-Canadians who are eking out a living on surrendered policies, selling wire gadgets at our doors, sweeping our walks or building Trans-Canada highways at 20 cents a day.

What are the bells about to ring in? Fortunately that is not all predetermined. The great lumbering scow laden with human destinies drifts in a wierd, erratic course, shooting dangerous rapids with great loss of freight, stranded for irksome years on shoals of depression, passing treacherous rocks with a sickening side-lurch as if she tempted fate—yet not completely unguided nor misguided. For see, the freight is really a finer lot than it was five thousand years ago, or a thousand, or a hundred, even if more combustible; and the crew are beginning to know something of the nature

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of their job and the need of disciplining themselves to a common end lest Civilization be utterly castaway. And out of some reserve of human grandeur there has hitherto come decisive valor at moments when all was in hazard. Thermopylae through the centuries have challenged, not in vain, their Three Hundred. Aye, and transcending even these there have been lonely men who were content to be fools for an ideal—Moses, Gideon, Jesus of Nazareth, Socrates, the Gracchi, Galileo, Luther, Columbus, Shaftesbury, Father Damien, Captain Oates . . . It is they who formed the incalculable element in New Years gone by when all the predetermining forces seemed to be sweeping the old scow to destruction or filling its timbers with corruption. It is their spiritual descendants in our day who will form the incalculable element in the New Year 1934.

It may be that the bells will ring in Prosperity tonight. Many informed people are predicting that. We accept their prediction, and add to it our own. When prices come back again, and thousands on thousands return to employment, and factories roar with bigger and better orders, there will be a general scramble for the band-wagon, a general feeling that it's a good old world, and an almost universal forgetting of problems shirked and unsolved in the years just past. But there will be an inconspicuous minority of persons whom the world will classify roughly into two groups—"sore-heads" and unemployed. The latter will be a formidable host of men and women who cannot make shoes, wrap bread, harvest grain, blow glass or shovel dirt in competition with the mechanical inventions of the world's best scientific brains. (Neither, let us remember, could you or I). The cheerful people on the band-wagon will get used to seeing them around and dismiss them from serious consideration as poor, shiftless creatures.

The "sore-heads" will be the pertinacious scientific thinkers who know that international exchanges have not been stabilized, that the breeding places of international hates have not been swept out, that money still commands steadier wages than men, that the twin problems of distributing money and distributing produce become more baffling with every improvement in mechanism and power, and that presently glutted warehouses and closed factories will round out the business cycle again. The "sore-heads" will make a nuisance of themselves in politics and elsewhere by refusing to let bygones be bygones, and by reproaching our social and national conscience with the human waste and wreckage which we would fain forget.

The bells are ringing in 1934!

—A. J. H. P.

## Marginalia

Dr. C. Sansom

The opinion seems to be fairly general, especially in trustee circles, that teachers should be restrained by legislation from carrying disputes that arise between them and school boards into the courts for settlement. The latest proponent of this view is Trustee S.A.G. Barnes, who states the case in an article in *The Alberta School Trustee*, reproduced in the December number of this magazine. According to Mr. Barnes the problem of settling these disputes would be automatically solved if the teachers were civil servants. In that event all such conflicts would be adjudicated by the teacher's supervising officials, and no appeal to the courts would be permitted. But in that event also, it should be noted, the Department would be the teacher's employer, there would be no contract, the employing agency would be the same as the certifying agency, and the one governmental authority would be substituted for the thousands which now hold the destiny of the teachers in their hands. In fact, from the point of view of this discussion, the civil service situation would have almost no points in common with the present arrangement. In so far as the teachers were civil servants the school boards would have no authority, and hence, within this field, no quarrel could arise with them. Yet Mr. Barnes assumes in his argument that the situations are rather closely analogous. What he says, in effect, is that since teachers are not civil servants, the best that can be done in the circumstances is to work out as close an approximation as possible to the civil service idea. This he proceeds to do, and proposes an adjudicatory tribunal outside the courts in which the Department officials hold the key positions, and whose "decisions should be final."

Now equality before the law is usually regarded as our most valued constitutional principle, and one wonders how Mr. Barnes can believe that this principle would be safeguarded by the scheme he suggests. If in the settlement of a dispute justice is the end in view, nothing would seem to be plainer than that the adjudicating authority should find itself in an equally disinterested position with respect to both the disputants. It must be apparent that there can be almost no pretense of fulfilling this condition when the superior officers of the teachers are expected to settle disputes that arise between teachers and school boards.

Besides, if the compulsory settlement of disputes outside the courts is so greatly to be desired, why limit the scheme to teachers? Why not include everybody. There are many other people in the community besides teachers who are not civil servants. It would only be necessary to set up "Boards" within the respective departments of the government, and give finality to their judgments by legislative decree. And if, as Mr. Barnes suggests for the teachers, the head of the department is empowered to decide in a given case whether even the Board shall be consulted, why not dispense also with the formality of "Boards?" Away with the "right of appeal." Let the Minister decide. When we reflect, in the sweetness and light of Mr. Barnes' proposal, on the elaborate system of appeal provided for in our courts of law, how can we but wonder at the stupidity of our ancestors?

No, the right of ultimate appeal to the courts must not be lightly surrendered by the teaching body. On this question teachers should take their stand squarely as citizens, and yield no rights nor claim any advantages not equally available to school boards or any other class of people. The underlying psychology of the suggestion that they surrender this right is that teachers are something less than citizens. The civil service idea, thus transplanted (whatever its merits



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or demerits within the civil service itself), is not good enough. If equality before the law is to mean anything, we must hold to the courts. In the matter of meting out even-handed justice to people in dispute they may not be perfect, but, especially if not unduly trammelled by impeding legislation, they are infinitely superior to a bureaucratic tribunal whose decisions are almost certain to reflect in some measure the personal interests of the personnel.

\* \* \*

It is a little unfortunate that Dr. Willis' discussion of high school reform in the December number of this magazine should have been based on such doubtful psychology. When the writer asserts that "training the mind" as a general educational objective is a "relic of the mythology of a pre-psychological era," his language reflects rather the extreme mechanistic views of the first decade of this century than the more considered judgment of the fourth; and when he goes on to base his argument on the assumption that "the mind is not a unity . . . but a vast collection of loosely connected powers and abilities," he is here again, as I understand the situation, not quite in step with current trends of thought. For it is now the fashion to emphasize the essential unity of mind rather than its disconnectedness. And if the "ancients" of the nineteenth century erred in breaking up this unity into a structural composite of "faculties," what can be said for the view that mind is merely a mechanical aggregate of bits of different kinds of knowledge, with a certain related capacity to add to and utilize just these specific knowledges respectively? Both psychology and biology are now purging themselves of this "philosophy of atomism," which is being relegated to the domain of the mathematical sciences, whence it came, and where it properly belongs. With the writer's major contention, however, that the high school curriculum would be the better for an overhauling, I find myself in complete accord.

## Local News

### THREE HILLS—GREAT BEND A.T.A. DISTRICT LOCAL FORMED AT ELNORA

At a meeting held at Elnora on Saturday, December 2nd, nearly fifty teachers representing Three Hills, Trochu, Huxley, Elnora, Delbourne and Lousana, met and formed a District Local A.T.A.

In the afternoon, general discussion and organization held the spotlight. Mr. Barnett, the General Secretary of the Alliance was present and outlined at some length the purposes and advantages of the proposed organization. The convention was also addressed by Mr. H. D. Ainlay, Mr. D. L. Shortliffe and Mr. Cameron, who is attached to the Extension Department of the University of Alberta, has just returned from Europe, where he was sent by the Alberta Government to study and report on agricultural conditions and conditions in the Scandinavian countries. He explained to the convention just why economic conditions in Norway, Sweden and Denmark are comparatively normal. His comments on the "Folk High Schools" was particularly interesting. Mr. Ainlay and Mr. Shortliffe both urged a broader view point on the part of the teachers. Both voiced the opinion that in the future when "security of tenure" should not be a dream, but a reality, that the teachers, both as an organization and individually, would be a force in the life of the province. It was the duty of the teacher to prepare himself for this time, by broadening himself at the present time, and thus encourage the confidence and support of the electorate.

Following the organization meeting a banquet was held, at which mirth and over consumption somewhat eased the

effect of the seriousness of the afternoon's session. Following the banquet, a dance was held, at which the visitors from Edmonton actively demonstrated some of the latest dance steps from the Capitol.

At the afternoon session the following slate of officers was elected: President, Mr. Hears of Elnora; Vice President, Mr. Nicholson of Three Hills, Secretary-Treasurer, Mr. Friedell of Lousana; Press Correspondent, Mr. Kirk of Trochu.

The enthusiasm evinced by the whole group was decidedly encouraging, and it is to be hoped that this meeting will be only the first of a group of District A.T.A. meetings. The next meeting is to be held sometime in February. All teachers in the above teaching Districts are urged to keep the date open.

### CZAR

The Czar A.T.A. Local held its meeting at the home of Mr. Burton on December 9. The meeting was called to order and routine business carried out. A letter of thanks from Miss F. Whitlock for flowers was read. Mr. Burton led a discussion on the work of the Intermediate grades. The meeting strongly felt the need for a grade 6 text book in History. Teachers' political interests were fully discussed and members agreed that teachers should take active part in politics especially in the administration of the educational system. Mr. Smith's report on the meeting of the District Executive on December 2 told us of a plan for holding an organized dramatic competition in the District Local area with all preliminary competitions carried on under the direction of each Local. All members were enthusiastically in favor of this. A promise of all support possible to the sponsors of the local Chautauqua was given by the members. After a contest conducted by Miss A. Beedon and won by Mrs. Burton, the meeting was adjourned to enjoy a very palatable dinner. The next meeting is to be held at the home of Miss Beedon on January 13, 1934 and all teachers in the district are urged to arrange to be present to make these gatherings of the teachers more enjoyable (which will be hard).

### RADWAY—WASKATENAU

The December meeting of the Radway-Waskatenau Local was held on Saturday, December 2, at 2:30 p.m. in the Waskatenau School.

A motion was passed to the effect that our meetings should take a more educational trend on topics other than school problems, that would be of general interest to all. Mr. Robbins kindly consented to lead a discussion on "Inflation" at our next meeting.

A drive is under way to increase memberships in our Local. A committee was appointed to visit school teachers in outlying districts for this purpose.

Plans for social events in the New Year will be made after Christmas.

Lunch was served after the meeting by the refreshment committee, and the air was thick with the usual topics ("School!").

### GLENDON

The Glendon-Therien-Mallaig Local met this evening at the home of Mr. and Mrs. Paradis, Therien. The attendance was not very large. Those present were Miss Procyk and Miss Darimont; Messrs Morrison, Marsh and Tomaski. Visitors: Mrs. Sherk, Mr., Mrs. and Miss Paradis and Mr. Adams.

Mr. Marsh occupied the chair, the President being absent.

There was a discussion on school athletics and sports, led by Mr. Morrison. Everyone took part and discussion was quite interesting. Then followed a discussion on duties of officers for Locals. Many hints were given which should prove beneficial.

Next meeting is to be held at Miss Procyk's home in Glendon on the third Saturday in January, 1934.



A vote of thanks was tendered Mr. and Mrs. Paradis for their hospitality in October and November meetings.

Cribbage and Bridge preceded and followed the meeting.

The programme committee promises a good menu for the next meeting. Let us be present to encourage them.

#### COLEMAN

The monthly meeting of the Coleman Local Branch of the A.T.A. was held on Wednesday, November 22nd at the home of Mrs. Hugh Dunlop with Miss Hole presiding. The minutes were read and adopted.

There being no further business Miss Miller moved adjournment of the meeting. After the regular business the members spent an enjoyable evening playing bridge and taking part in community singing.

Refreshments were served during the evening and among the added features were a pie and prizes in the cake.

#### DAPP—PIBROCH

The regular monthly meeting of the Dapp-Pibroch

Local was held on Saturday, December 16th, in the senior room of the Dapp school, with six members present. One new member, Miss E. Matheson, of Hillman School, Dapp, was enrolled.

The Model Constitution sent out by the Head Office of the Alberta Teachers' Alliance was read, discussed and adopted. Special attention was called to the Alberta Teachers' "Code of Professional Etiquette". It was decided that the annual dues should be fifty cents.

The President, Mr. Earl Gartley, then led a general discussion on "The Progress to be Expected of an Average Grade One Class by the End of December". This was followed by a very interesting and helpful lecture on "High School Art" by Mr. F. Tarleton, Principal of the Pibroch School. Mr. Tarleton dealt particularly with designing and color harmonies, using lovely pieces of work which he had done at Summer School.

The meeting was brought to a close in the Dapp restaurant where a tasty lunch was served by Mrs. Gartley. The next meeting will be held on January 31st, at Pibroch.

## The World Outside

### Current Events' Committee

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#### UNITED STATES AND RUSSIA

Of interest to the public is the recent "rapprochement" between United States and Russia, the two great republics of West and East have joined hands at last, after sixteen years of separation. As early as 1918, United States refused to recognize the Union of Soviet Socialist Republics basing her failure to do so not on any disapproval of the Revolution which created the Soviet Republic or of her economic and political institutions, but because the Government of Russia was neither able nor willing to fulfil international obligations and was therefore not a desirable country with which to have contacts. The United States has persistently maintained this attitude in spite of the fact that all the other Great Powers have long since recognized this great republic covering Northern Europe and Asia. Thus, this lack of recognition on the part of the United States made of the American Republic an anomaly and was a great inconvenience in the maintenance of accord and stability in world affairs. Specifically United States claimed:

1. Restoration of property of United States citizens in Russia confiscated during the Revolution of 1917.
2. Provision to be made for the debt incurred during the early part of the Revolution as apart from debts of the Czarist regime.
3. That the propaganda of the Third Internationale in the United States must cease.

For the first and second claims Russia made a counter-claim of damages incurred during the occupation of part of Siberia by United States armies in 1918. As to the third, she gave her inability to control the Internationale through which the Communist Party of Russia spreads the revolutionary programme. This excuse is palpably a mere subterfuge which has been convenient not only in dealing with the United States but also with Great Britain.

So much for the history of the problem and now for the conditions that have modified the attitude of Russia and of the United States. Each of the two countries has its ends to serve. Russia is absorbed in her Five Year Plan. Long term credits are necessary in her policy and stable political relations are essential. Above all she must have peace; hence she is now willing to curb the activity of the Internationale with its advocacy of a world revolution. On the other hand United States has embarked on her N.R.A. policy and, for

it, she needs markets. So Litvinoff's offer at the London Economic Conference of the purchase of \$1,000,000,000 worth of goods provided satisfactory credit could be given, was a tempting one to both England and the United States.

Besides, United States could no longer penalize Russia for denying international obligations because other countries have done the same. True, these latter countries make promises but these promises end only in discussion of their defaults—not payments. Russia had simply done what all the other countries will eventually do.

The correspondence that followed the realization of a new era in relations, as far as President Roosevelt was concerned, was one that might be addressed to an individual. He spoke of himself not as the government but as the representative of 125,000,000 people in the United States addressing himself to the representative of 160,000,000 people in Russia; but President Kalinin with the directness of a man who had much to gain, drove straight to the point, said he had regretted the attitude of the United States for the last ten years, which made any method of communication impossible between the two great republics and which, apart from the inconvenience to the two governments, was a factor lessening chances of world peace and encouraging disturbances to that peace. He accepted immediately the invitation to discussion at Washington and showed openly and frankly the value he placed on this opportunity by his

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appointment of Litvinoff, the Commissar for Foreign Affairs, as the delegate—although the latter was on the point of setting out on an important mission to Turkey.

The agreement itself between the two governments is not convincing nor could it be, and President Roosevelt is astute enough to recognize this. There is a promise, it is true, on Russia's part "to restrain all persons in the Government service and all organizations receiving financial assistance from it, from interfering in any way with United States internal affairs"; but there is no mention of the Internationale. However, Mr. Roosevelt is clever enough to realize that Mr. Troianovsky, the new Russian Ambassador, is speaking the truth when he says: "Communism cannot be imported from one country to another. Communist propaganda is a matter of internal, not foreign policy." The President lets it pass and is doing all he can for his policy of national recovery to so improve social and economic conditions in United States as to make her soil an unfruitful one for the seeds of Communism.

Another clause states that there is to be religious freedom for United States citizens in Russia, but the private claims of American citizens in regard to confiscated property are not acknowledged. It is not within the Soviet policy to admit this claim, but at least their good-will is made evident when they agree that the volume of business will be such as to absorb these claims.

As to the desirability of the agreement from the standpoint of the United States, we have to admit it has drawbacks, and serious ones. The United States, unlike Canada, does not want Russian products, so she is in a doubtful position as far as payment is concerned. Even if she hopes to finance through Great Britain and other countries, this triangular settlement is hampered by United States tariffs, and as long-term credit is the only condition upon which Russia can operate, these credits must be guaranteed by the United States Government. But as President Roosevelt's one purpose is to get idle capital to work and put hoarded money into circulation, he may not worry over repayment even though it means more liabilities for the United States Government which eventually means heavier taxation for the American citizen.

What are the reactions of various countries to this rapprochement? Germany hastened, October 30th, to repeal the expulsion order against Soviet press representatives and announced that her foreign policy would not be affected by her dislike of Communism. Russia, in silence, continued her trade with Germany, because there she gets long-term credits, while she awaited the results of her negotiations with United States.

Japan recognizes its importance and realizes that Russia's hand is strengthened in the Far East, and it will no doubt stiffen Japan's policy in Manchuria.

France and Germany see in it a Franco-Russian rapprochement.

England hurried to resume negotiations for the Anglo-Russian Trade Agreement, resumed four months ago after the Moscow trial of British engineers. But Canada, whose products Russia needs and who can utilize Russian coal and oil, has been using pressure to prevent England's markets opening to Russian exports by quoting the clause of the Ottawa Agreement which says that if Canada can prove that British preferences are likely to be frustrated in whole or part through state action on the part of any foreign country, then England must consider Canada and her trade requirements. So Canada has entered a protest against the import into England of Russian lumber, claiming it comes under this category and this protest has roused much controversy among English lumber merchants whose attitude generally is expressed by the Timber Distributors, Ltd., who urge that Canadian lumber and kindred manufactures are not suited to the meticulous demands of European markets. If the Russian supplies are cut off they contend there will be

a shortage and a serious rise in prices with its accompanying hardships and eventually only the Scandinavian markets will benefit since the Canadian lumber trade fills only the needs of a very small portion of demands in Britain. In other words, it means American lumber for America—European for Europe.

Generally, however, this agreement is the culmination of the agreements of the last twelve months that Russia has made in her efforts for stability and peace essential to her Five Year Plan—agreements made with France, Poland, Roumania, Turkey and Persia; it marks an effort towards union in a world where united effort seems to be sadly out of fashion; it has indicated in the United States a possibility of change in policy which we hope may herald another change in the future—that is in regard to the League of Nations.

## AN ACTUAL EXPERIENCE

### I. Rancho

"The Village School of Long Ago" is the title of a play in which I once took part. I acted the part of Penelope, a much be-pantalooned young scholar who pulled the beards of the Trustees, during the monthly examination of the School Teacher. They sat back and wagged their heads in a knowing way whilst the children were put through their exercises. Although the education of the majority of Trustees did not exceed 2 plus 3, not one kept quiet about it. At the conclusion of the exercises the quaking teacher was given instructions as to how she might improve her methods.

As Penelope the humor of the play quite eluded me; I did know, however, that no such School Board existed. What was my amusement to find I was wrong and that there actually exists in the Village of \_\_\_\_\_, Alberta, a replica of the old-fashioned, all-wise school board.

In the year 1931 I was duly hired by the \_\_\_\_\_ Village School Board. The Secretary-Treasurer brought me the keys, the night before school was to open, informing me that he would be at school at nine in the morning as representative of the Village School Board to admit me to the class room.

The next morning I waited in the school hallway. (It was a one-roomed school only) from 8:30 a.m. to 10 a.m., holding the keys. Forty children also waited. At 10 o'clock the Master of Ceremonies, the Secretary-Treasurer, arrived and, with hat resting firmly on his head and juicily scrunching at a tobacco wad he led me into the class-room. He pulled down the three suspended wall maps for my inspection, read to me the name of each and told me they were for use in Geography. Next he removed the books from the cupboard, condescendingly read their titles to me and even explained some of their contents. Then he plunked himself into an armchair before what I thought to be my desk and told me how I should mark the report booklets. The system of marking as all know is printed in the front cover. I now called the school — not without being told, you will understand. The children once seated, the Secretary-Treasurer "as representative of the \_\_\_\_\_ Village School Board" formally introduced the children to me. As he read their names from the Register each child (they were forty in number) had to walk to the front where I stood and acknowledged the introduction. Their ages ranged from 6 to 14. His Supreme Highness now tilted his hat coyly on his head and permitted me to begin The Day's Instructions, remarking at the same time that he "would sit back and see if I did it good," while I went ahead with the school work for the eight grades. I must have "did it good", for after an hour he announced that he was going home. "You don't teach like the other teacher," he said, "but I guess you'll suit us all right." I bowed and opened the door for him. He pushed his hat back in place; expectorated his last mouthful of tobacco; and departed.

## OBJECTIVES

H. R. Leaver, M.A.

The article by Dr. Willis in your last issue dealt with Objectives in Education. The writer had in mind the children, the parents, and the subject, but his attention was focussed mainly on the subject and the planning of a curriculum. We beg to differ with respect to most of his views.

Early in the discussion, the writer dismisses the objective, "training the mind", and then proceeds to base all his findings on the supposition that there can be no transference of training from one subject to another. We do not think that he has sufficiently analysed the process of learning, or he might, by the same path that led to his conclusions, have arrived at that sad situation, where he could have proved that it is impossible to profit by any but the most elementary impressions. Some of us do learn however, and the enquiry must find out how the very versatile manage to connect and associate varying elements of knowledge. Dr. Willis might go to the solitary wasp and tell it that its chain of action does not follow the law of transference, and therefore the race of such wasps is condemned to extinction. The observations that led to this supposition, that pupils cannot transfer their mental experiences from one subject to another, might also be noticed within the same subject on a change of instructor. We claim that the difficulty is not in the type of subject, but in the type of instructor. How does a teacher preserve a harmony of understanding between the different elements that belong to such a subject as History? If Dr. Willis were correct in his contention, it would be an almost impossible task to teach such a lesson as "The Crusades". Each of the terms, Kings, Europe, Castles, Saracen, Sepulchre, etc. etc., would have its special receptacle and no teacher would be able to connect them in a unity of learning. We do learn however; we do associate dissimilar elements; we do connect experiences, and our enquiry is to discover the connecting link.

The association we believe to lie in language. The experimental psychologists tell us that thought has a physical accompaniment, even when there is no audible utterance. Random movements of throat muscles run parallel to the thought process. These twitchings that occur are not cosines or chemistry symbols, but elements of language. The secret of transference is in the association of terms, and all knowledge is built upon a foundation of them. The teacher who does not take the path of language in his early lessons in Algebra One is no teacher of Algebra. The instructor who does not follow the trail of language in an investigation, is no teacher of Science. More than this; any pupil who cannot transfer his algebraic identity into its parallel of words, does not know his Algebra. The real teacher of Boyle's Law, for example, makes sure that his pupil knows the meaning of the terms pressure and volume. He then proceeds to the numerous experiments illustrating the law, and then the pupil is ready to provide terms for the generalisation. From this stage the teacher proceeds to symbols and there is a transfer from the language to the algebraic symbol, a union of science and mathematics brought about by the language route. If there is any other way of learning, we would like to know of it.

The next contention of Dr. Willis is that the mind is "a vast collection of loosely connected powers and abilities". We find here further matter for disagreement. The old philosophy says that Knowledge is One. This truth is borne out in the tendency to synthesise. It must follow from the conclusions of the preceding paragraph, that laws become more embracing as knowledge increases. There is a tendency to draw together seemingly dissociate elements. This would not be so if the mind were not a unity. Further, we

do not understand what is meant by "powers". We can see only one power in learning, and it proceeds from the particular to the general, from the individual experience to the synthesis. It is the same power in all subjects. The mental process which ends in the solving of a quadratic equation is the same process which arrives at the understanding of pollination; the association of the elements of knowledge in the study of lenses is the same association as that involved in the understanding of the character of Edmund. Some pupils move readily to generalisations and to abstractions, and others play among the particular phenomena, and mentally fiddle with the individual event. The main difference between pupils is just this ability to connect and associate, and in most cases, this lack is due to the inexperience with language, and to the inefficiency of the teacher. The subject is much the same in all cases. It is true that such subjects as deal with human conduct, whether in the ideal form as in Literature, or in the record as in History, provide a more ready contact with human experiences, but even here the aim is to link the particular information with the general process of society. The assembly of seemingly dissociate events, whether in the affairs of conduct or in the spaces outside a classroom, is the one characteristic of advance. In this lies the charm of learning. The Law of Evolution is just such an assembly, and the association of the movements of the outer nebulae with the behaviour of the atom, is different, only in degree, with that union of facts which goes on in the school room. We cannot think that the curriculum is a heterogeneous collection of subjects, and till we see what these powers and abilities are which work differently for Algebra or for History, we cannot accept such a theory of mind.

Our friends will say that the synthesis of varying elements of knowledge is not possible in the classroom. We claim, not only that it is possible, but that no teacher is worthy of the name who neglects it. To mention the quantity of material to be covered, or to state the fear of "batting averages" is beside the point. There are hundreds of teachers praying that authorities will become so enlightened as to see that the real objective is not to pass the pupil from the modern purgatory of school to the hell of labor; not to secure high percentages; not to win medals and scholarships, but to inspire a spirit of investigation. We have been frequently told by teachers of science that a particular experiment leads naturally by the pathway of common experience to a similar one in another field of science, but that time forbids; the curriculum must be completed, the "batting averages" must be normal. So investigation must be sacrificed in order that the curriculum may be completed. The pathway of a ready transference is blocked by the fear of "batting averages"; the procedure along the natural trail of learning is checked by a reputation for percentages. Here again we blame the teacher and not the subject. Year after year principals pore over examination results, and teachers wait in the hush of the outer chamber till the dreaded lists are released. We count this to be the real stumbling block, for by it we aim at a standardised measuring stick, a sort of Procrustes' Bed for pupils of all statures.

If the real objective is the desire to investigate, then a classification of subjects or quantity of subjects is outside the range of our discussion. Given a free hand the interested teacher will stir a class to the ecstasy of delight and to an overwhelming desire to achieve in any lesson, even one on Refraction as applied to Curved Space. The aim being to discover an interest, the onus is placed upon the teacher. This aim has point to the fifty years of mature life, and not to the four years of high school; it is directed to the accommodation of the pupil to a world of men, and not to final examinations. It was the good fortune of the



writer to witness a class of 35 high school students, following 35 different curricula, chasing all over London for material, using their special interest as a basis for their Science, for their Art, for their Composition, for their wood-work and metal work, and the teacher following their interests with a wild surmise, and the inspector silent in the gleam of a new system. We cannot see any objective but an interested pupil with an intense enthusiasm, hungry for knowledge, and taking his tests, not in parallel runs of competitive nonsense, but with the delight of achievement in a pleasurable task.

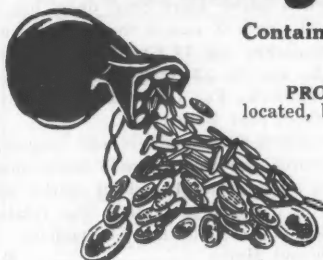
To follow on to cultural education is but a step. We cannot agree with Dr. Willis' classification of the subjects which comprise such education. He first defines the term "cultural", and in the succeeding paragraph brings elements within its compass not contained in the definition. One would almost say that the exactness of mathematics cannot be transferred to writing. With trepidation we will venture with an hypothesis—"All education is cultural". There should be no need to press this point if the preceding paragraph be accepted. An inspired pupil is on the way to receive cultural education, no matter what subject is the medium. Fifty years of interested life await him. Luckily, the machine has robbed him of immediate manual employment, and his technical training need not be centred on labour, but on the channel to intelligence and interest reached through the manipulation of tools and material. Each pupil will make his own curriculum. His contacts will vary with his interests. The subject will range from the mental appreciation of terms, laws, and abstractions, to the practical application of knowledge in concrete material. One of the most pitiable sights at this examination season is to see students struggling with formulae with which they have had no practical association; juggling with sines and cosines when they have never taken a bearing. There is apprecia-

tion in every subject; there is wonder connected with every element of knowledge; there is a creative event when a ray of light is reflected from experience to the intelligence of the pupil, and whether infra-red, or ultra-violet is no matter. To stimulate wonder, to inspire enthusiasm, and to create intelligent understanding, make for cultural education.

In conclusion we would like to point to the versatility of the Elizabethan, who discovered the real power of language; to the variableness of the Victorian mind. One of the rarest phenomenal discoveries in Alberta is to find a professional man interested in a subject other than that by which he earns his living. The emphasis on correct English has produced in England lawyers who translate Horace in their leisure; tradesmen who become internationally known writers; medical men who are famed as literary critics; poets who are expert botanists; statesmen who are bird-ologists, musicians, or artists. Winston Churchill says he will spend his first million years of the next life in painting on a ten-league canvas. The objective of education is concerned with the coming fifty years, and the burden is upon the teacher to fill the accumulated leisure with a wholesome employment. He will not do it with high percentages, but with a discovery of native ability, with stirring innate interests. The medium whereby a rich life follows an interested school period is a cultural education. It is grounded in the study of the English Language from which point of departure all subjects lead. At no period was the classroom of more importance, or the teacher of greater value. The eye of the world is upon him, and not upon the subject. The real teacher will create a living soul from the dust. The mere representative will create nothing even though millions were spent on his equipment. In the coming of the years we see no hope for a happy, interested people, unless the teachers stir the coming generations to a delight in learning, to an interest in occupation, and to an entertainment in living.

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## EDUCATIONAL RESEARCH DEPARTMENT

Edited by H. E. Smith, Ph. D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

### PREDICTING HIGH SCHOOL SUCCESS

The following investigation, conducted by E. F. Newland, represents an attempt to assess the part played by a number of factors other than mental ability in High School scholastic achievement. The factors selected for appraisement were several which by reason of their indefinite and unisolatable qualities have in the past eluded the experimenter's grasp—factors, in short, dealing with student personality, stability of character, home environment, conditions of study, home periods of study, and mental and physical health.

Techniques for the evaluation of factors of this nature are, of a certainty, in a sad condition of imperfection; but it was felt that at least a few conclusions of value might emerge from the attempt to apply such measures as were at hand.

The subjects co-operating in this study were (A) 100 students in Grades X, XI, and XII in Garneau High School, Edmonton; (B) 100 students attending the Edmonton Normal School in the year 1932-33. The latter group was used mainly to check the results of certain tests given the first main experimental group.

The generous co-operation of Mr. Robertson, Principal of the Garneau High School, made possible the giving of three sets of tests and a student questionnaire to the 100 Group A students. The tests used were (1) the Otis Self-Administering Test of Mental Ability, (2) the Neymann-Kohlstedt (N.K.) Personality Test of Extroversion-Introversion, and (3) the Woodworth-Cady (W.C.) Test of Emotional Stability. The student questionnaire covered the following points:

- Average time spent on homework, daily and weekly.
- Extent of home or extra-school duties.
- Time spent on extra-curricular activities.
- Nature and amount of extra-school recreation.
- Nature and extent of outside reading.
- Time spent in private lessons.
- Time spent on hobbies, if any.
- Vocational plans, if any.

In addition to the data thus secured from the students, supplementary and confirmatory data were obtained by a visit on the part of the investigator to each home represented. After each visit a record blank was filled out covering several points already answered by the students and several points not included in their questionnaire. The latter related primarily to conditions of home study; age, occupations, and tastes of parents; and economic status of the home. An effort was made also to learn something of the general atmosphere of the home, type of discipline used, emotional type of parents, and their ambition for the child.

School records were obtained for each student from the offices of the Edmonton School Board and from the Examinations Board offices of the Department of Education.

The data for Group B students paralleled those for Group A except that no questionnaire was given nor home visitations made.

Before results and conclusions are presented, a word of explanation may help the reader to understand the na-

ture of the tests used. The Neymann-Kohlstedt sheet contains 50 questions which require a Yes or No answer. The questions are of this nature:

- Do you like to be by yourself a great deal?
- Do you prefer to stay at home during a social affair?
- Do you avoid trouble rather than face it?

The score appears to reflect with considerable fidelity the extrovert or introvert tendencies of the individual.

The Woodworth-Cady sheet contains 86 items of this nature:

- Do you get tired of people easily?
- Do you ever have the same dream over and over?
- Do you often get cross over little things?

The score yielded is thought to be a measure of emotional stability or instability.

Home status was scored according to the Sims scale which provides ratings on a scale of 1 to 10. Unfortunately for this study the Garneau district is relatively homogeneous as regards home conditions. Only 18% of the homes were found to rate below 5 points, and the majority fell into a group at the upper end of the scale. Hence differentiation was difficult.

Statements of hours of home study were obtained from both students and parents. The reports were frequently in sharp disagreement, with parents reporting usually a longer study period. It was thought best to compromise by taking the average of the two reports.

TABLE I  
Summary of Correlations Between School Marks  
and Other Factors

Factors Correlated	Group A		Group B	
	r.	P.E.r.	r.	P.E.r.
I. Q. rating .....	0.37	±0.05	0.37	±0.05
N. K. Scores .....	-0.02	±0.06	0.01	±0.06
W. C. Scores .....	-0.16	±0.06	0.03	±0.06
Home Status .....	-0.13	±0.06		
Home Study.....	0.002	±0.06		
Outside Activities .....	0.08	±0.06		

"School marks" as used in the above table is the arithmetical average or mean of all Departmental scores made by each student to the date of the investigation. If a student had written a paper more than once, his last mark was taken. For 34 Grade X pupils, the marks in only seven subjects were available, for 34 Grade XI pupils, marks in 14 or 15 subjects; and for 32 Grade XII students, marks in from 20 to 28 subjects. For Group B, only the marks of the last High School year were taken.

The above table is incomplete in one respect, namely, that the W.C. scores and Home Status scores bear a non-linear functional relationship to school marks which does not appear in the figures presented. The relationship is really represented in the following Eta values:

W. C. vs. School Marks .....	0.42	±0.06
School Marks vs. W. C. ....	0.40	±0.06
Home Status vs. School Marks .....	0.29	±0.06
School Marks vs. Home Status .....	0.24	±0.06

The conclusions to be deduced from the above figures are while I.Q., emotional stability, and Home Status are significantly and positively related to school success, personality type, hours of home study, and hours spent in extra-curricular activities are not so related.

Further analyses of the data, employing the method of comparison known as that of widely spaced groups (i.e., in

\*E. F. Newland: A Study of the Factors Relating to High School Success or Failure. Unpublished Master's Thesis. University of Alberta, 1933.

this case, comparing the scholastically lowest 20% of the group with the highest 20%), yielded several conclusions of which the following are of the most interest:

- (1) Assuming equality of mental ability, the best chance of success lies with students possessing personality traits of introversion and emotional stability. There were no failures among this group.
- (2) No student in the upper 20% of scholastic success had an outside paid job, while 40% of students in the lowest 20% had outside paid jobs.
- (3) Only 10% of students in the highest group had hobbies, as compared with 45% in the lowest group.
- (4) Club membership was reported by 55% of the highest group; by 85% of the lowest.
- (5) There was a greater tendency for the students of the successful group to study alone and for continuous periods.
- (6) Students in the superior group did more outside reading than those in the lower group. The general health of the two groups was not significantly different.
- (7) Students of the lower group had more commonly made vocational decisions.

#### Discussion

The mild degree of relationship found between mental ability and scholastic standing agrees very closely with that reported last month from the Taylor study.

The non-linear relationship between emotional stability and scholarship is explained by the tendency for the very best students and the very poorest students to make relatively high W.C. scores (suggestive of emotional instability), whereas the students making average scholastic scores make also average or below average emotional scores. An interesting study would be that of determining whether unstable emotionality is induced by extremes of scholastic position, whether the converse is the case, or whether any cause and effect relationship exists at all.

The home status ratings show a tendency for the very best and the very poorest homes to be associated with relatively low scholarship, whereas the higher levels of scholarship are more commonly associated with homes of average or somewhat above average status.

The time spent on home study does not vary significantly as between students of low and high scholastic attainment. The differences in performance are evidently dependent upon other factors such as learning ability, attentiveness in class, or good habits of study.

#### DICKENS FELLOWSHIP IN EDMONTON SPONSOR ESSAY COMPETITION

##### Province-wide Contest for Readers of Dickens

Why is Charles Dickens so widely read to-day? This is the question that the Edmonton Branch of the Dickens Fellowship is asking the people of the Province of Alberta.

From many of the larger centres throughout the English-speaking world, comes the statement of leading Librarians, that the books of Charles Dickens are the most circulated of all; comprise the greatest quantity of any author, and though they deal with times and conditions, matter and material that few people living to-day have any idea or experience of, they are in great demand, even though sixty years or more have passed since the novels were written. Why is this? Why is Dickens so widely read to-day?

This is not only so in the English tongue, but many translations have been made into other languages. There must be a good reason for this, and the Council of the Edmonton Branch of the Dickens Fellowship feel that there are a great many people throughout the province, vitally interested in the works of Charles Dickens, with firm opinions on the matter, who would welcome this opportunity of expressing their appreciation of the greatest of all English novelists.

The Dickens Fellowship is a society with headquarters in London, England, and branches all over the world, comprised of men and women of different nationalities, tied together with the bond of human love and charitable fellowship, so aptly exemplified by Charles Dickens' own acts in his life, and expounded in his writings. Surely a wonderful tribute to a genius.

The Edmonton, Alberta, Branch, are therefore stretching a hand to the people of the province, and invite all to join this essay competition, governed by the following rules:

Subject. "Why is Dickens so widely read to-day?"

Essay must not exceed 3000 words. To be written legibly or typewritten, on one side of the paper only.

Essays must be addressed to Mr. H. R. Leaver, President, Edmonton Branch, Dickens Fellowship, 10915-74th Ave., Edmonton, Alberta.

Name and address of writer must accompany each entry. Entries must be received not later than February 28th, 1934.

The judges will be named later.

Prizes will be as follows: First, \$10; second, \$5, third \$3 and five prizes of \$2 each.

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Official Organ of the Alberta Teachers' Alliance, Inc.  
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MANAGING EDITOR: John W. Barnett, Edmonton

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## Editorial

### CANADIAN EDUCATION

#### Seventy-Five Years Behind the Times

**D**R. Wm. Boyd, Head of the Department of Education, Glasgow University, has been investigating the Canadian school system. He finds what *The Financial Post* has been pointing out for several years—that our system is not practical, but based on a German theoretical system discarded 75 years ago.

Dr. Boyd says: "The secondary school curriculum in Canada is a 50 percent. waste time, and I am prepared to raise the percentage for university students. Canadian educationists are overloading the secondary school curriculum with subjects that do not fit the student for the business of living . . . I sometimes think teachers are the only people in the schools who are learning anything . . . Schools as they exist in Canada are not good enough. They are not producing the kind of people the world needs."

**H**ERE is another opinion. It is quoted from an article in *The Montreal Standard* of February 4th, 1933, by the well known writer Joseph Hergesheimer. Reporting on a recent tour of Europe, Hergesheimer says:

"European youth is far better educated than ours. Over there the schools do not turn out the massed ideas which result from our conventional attitude towards education, and which limit the scope of the intelligence.

"Here, almost all the young people come out of college exactly alike and equally uninteresting. There, they are encouraged to hang on to their own personalities and, as a result, they come out with better trained minds and a more individual attitude toward knowledge and life.

"Europeans are trained to think. They are not stuffed with myriads of unrelated facts.

"Because of their superior system of education, the European young people manage to stay young longer. The most horrifying thing to one, about our youngsters, is their superficial maturity. They acquire a hardness that comes from mingled conceit and ignorance, and leads to the dreadful American habit of smartness. We must beware of raising a nation of 'Smart Alecks'."

**S**TILL more drastic are the criticisms of Dr. Walter Pitkin, member of the Department of Philosophy and Professor of Journalism in Columbia University, in a recently published book entitled "More Power to You", which was prominently reviewed in *The Edmonton Bulletin* of October 27th last. Here are a few quotations from the book:

"The whole educational system of North America must change. It must teach man to adapt himself to his environment.

"Education and adaptation are the only way out for the world's people.

"The supreme tragedy of North American education springs from the lamentable failure of our school teachers to drill pupils in genuine, well-planned versatility.

"Perhaps no more lavish waste of human energy can be found than that of the past forty years of consistent, enthusiastic, expensive and thoroughly grandiose mistraining of a hundred million young people.

"At a cost of more than 60 billion dollars in that period we have succeeded in raising a generation of incompetent, confused, disillusioned and rebellious adults."

**I**SN'T that something for teachers to think about? Yet they need not take it too much to heart, for, after all, the chief blame must be borne by those who have planned the courses, rather than by those who have been carrying them out—apparently, only too well. The failure is due to misdirection rather than to miscarriage, and furnishes a powerful argument in favor of greater freedom of initiative for experienced teachers.

**T**IME and again, in the past, have such criticisms been advanced, but in vain. Conservatism has persisted in blind defiance of revolutionary changes in the conditions of daily life, social as well as industrial. Day by day, year by year, we have been content to do what always has been done—with increasing efficiency perhaps, but still the same things, in much the same way. We have been content to be retailers of traditional merchandise, instead of producers of up-to-date goods and modern novelties. Parents, teachers and officials alike, not to mention communities-at-large—believing that what was good enough for us in our day is good enough for all in any day—have been content to acquiesce in the inevitableness of the *status quo ante*.

**B**UT the Great Depression has made us all more critical, less satisfied with the *status quo ante*, and therefore, it is hoped, more accessible to ideas. And if, as the recent report of the Canadian Banking Commission portentously observes, "When prosperity returns, it will return to a world changed in many important respects," it is unthinkable that these changes will carry no implications for education. Indeed, it is safe to presume that, unless movements are initiated immediately for radical reconstruction in our educational system, the issue of the world changes, now in process of evolution, will inevitably be less salutary than we hope and expect.



**W**HERE and how such movements are to be initiated is a pertinent question: it is an equally pertinent answer that the world's teachers are the logical source of inspiration for such movements. They, and they alone, are in immediate contact with the problems involved, which are fundamentally far more pedagogical than either administrative or financial. They, and they alone, will have to carry out such pedagogical reforms as may be determined.

**I**T may be objected that, in the past, but little vital inspiration has come from the ranks. On the other hand, our bureaucratic educational organization has rather discouraged than fostered that freedom of technique which is an essential condition of vital inspiration. In North American systems the demands of the curriculum are pre-emptory, and so exhaustive as to leave little opportunity for personal exploitation. Be that as it may, *there is no other source.*

**T**HIS is often urged by interested observers. It is up to the teachers everywhere to bestir themselves, and awake to the world's need for live ideas as to what should and can be done about education. The present clamor for "professional status", which finds an echo in every teachers' magazine, would find a ready response the continent over, were the teachers to tackle seriously this dormant public problem of what is to be done with, and in, our schools to bring them into line with the needs of the immediate future. There is no more fundamental feature of professionalism than personal initiative in professional technique. Let the teachers, through their organizations, demonstrate that quality of personal initiative by an honest attempt to *forecast the new technique* which a rapidly changing world calls for, and their professional status will stand unquestioned.

—(W. W.)

#### BAITING A LA DRUM

**A** FEW weeks ago the inaugural meeting of the Red Deer Valley District Association was held at Drumheller. Together with the General Secretary-Treasurer of the A.T.A., two prominent visiting teachers participated in the gathering—Mr. M. J. Hilton, Principal of the Technical School, Edmonton, and Alderman C. L. Gibbs, M.L.A., Edmonton. Next week *The Review*, Drumheller, published an editorial entitled "The Strange Teachings of C. L. Gibbs, Labor M.L.A." which is one of the crudest specimens of the teacher-baiting type of article that has ever been brought to our attention. One wonders whether or not it be an indignity to teachers and flattering to the writer of the attack to take note in our columns of such a wild, splenetic diatribe. However, because it is true that mud-slinging usually results in some mud sticking somewhere, we hope our readers will pardon our stooping to comment.

**A**S one reads the editorial referred to, the story of the negro student is brought to mind, who, after weeks of racking his poor, muddled brain on an essay, after loading his masterpiece with everything he could dig up, remarked, "I've done everything but put the title to it." It would appear that the writer in question set out to unload everything he had in the way of insult and rancor against

teachers. It had come to his knowledge that the teachers of Red Deer Valley had held a meeting and that amongst other outside speakers, Alderman C. L. Gibbs, M.L.A. whom teachers of Alberta regard with pride as being one of themselves irrespective of whether or not they follow his political philosophy, addressed this meeting. Surely the editorial writer could not have been present and seems to have taken it for granted that a teacher alderman, who is also an M.L.A., is a man of such intellectual limitations that he could not address a gathering of teachers as a teacher; that such a one could have no other object in delivering a speech than to be on the job, vote-catching or subtly spreading the net for ensnaring those poor fishes, the teachers, and landing them in the red Labor (bloody word, that) boat. And so he put his headings (one had almost said *loggerheadings*) together and thought: "How can I turn this incident into a first class vote-catching machine for the people who see and think as I; how can I win applause from the *hoi polloi*; how can I frighten away from the labor bait those teachers who (I imagine) can be terrified by a scarecrow?" (Pardon the mixed metaphor; it has some point anyway.) The wish being father to the thought, the writer set himself to imagine what Mr. Gibbs might say; took it for granted that he did say it and then pounded away at the imaginary speech and smote, hip and thigh, the speaker for delivering the menagerie—imaginary we mean—speech and the hearers for listening thereto. This inner spirit evidently prompted him as follows: there are a lot of things against wage earners in general and teachers in particular you would like to get off your "chest"; partisan fans always enjoy the real rough stuff, they love to cheer from a coward's castle; this modern sport, divorced from sportsmanship, will bring a real gate; there are plenty of people sufficiently full of prejudice and envy, plenty who will revel in a (to them) spectacular game of teacher-baiting. Let loose the dogs!

**P**ERHAPS, however, the writer's mind was not so studiously philosophical; maybe we are giving him too much credit in that, like Topsy, the thing "just grewed". Maybe, the key to the general drift of the effort is found in a sentence contained in the opening, gem paragraph of the editorial, when he speaks of scratching his head "to see if he is still sane or ready to be sent to the mental retreat at Ponoka." Why scratch the head anyway? The victim suffering from hallucinations is rendered incompetent to decide aright this matter of his own future "retreat": that decision is left to one who examines, who has the suspected unfortunate under observation. People often scratch where there are indications of the location of a bug, and might we suggest here that the toothcomb of logic and non-partisanship might remove an anti-teacher bug, as well as scale off this "put-that-in-your-pipe-and-smoke-it" dandruff so strongly odorous of village-pump-wise-crackery. Might we remind our friend that setting up men of straw in order to bowl them over is spectacular only to the person who has an obsession that thus he is annihilating dragons. We regret now, and for one reason only, that Mr. Gibbs confined himself absolutely within the limits of an A.T.A. programme, so that in his address he dealt solely with educa-

tional philosophy; we regret that his talk made no reference whatsoever, either directly or indirectly, to his party political beliefs or his political activities in the Edmonton City Council, in the Alberta Legislature, or as an exponent of Labor Party or C.C.F. principles; and that as far as any impartial observer could judge, he did not hook-up his remarks in any way with his political philosophy. We repeat our regret because the editorial writer can find no meat on the bone he unearthed: no connection can be established between what Mr. Gibbs said at the meeting and "The (alleged) Strange Teachings of Mr. C. L. Gibbs, Labor M.L.A." No Sir, you misqueued and score no points!

We don't know which party *The Review* sponsors—we don't care either. Maybe it has "independent" (?) leanings with just an anti-teacher party side-kick, although, obviously it leans against the Labor Party in a "Codlin's your friend" manner.

Insufficient space forbids publication of the editorial in question, but for the edification of our readers we publish a few gems from the would be "chef-d'oeuvre" to illustrate its generally befogged tone: (The parentheses are ours.)

"The Review is not against unions but is strong for common-sense." (Unions and common-sense must therefore be dubbed strange bedfellows.)

"The A.T.A. is no different from the Hod Carriers' Union."

"His (Gibbs') branch of the Labor Brigade, The Alberta Teachers' Alliance." (How catty!)

"Disrespect for the politician, the minister of the Gospel, the professor and the school teacher grows until today . . . we all look for the profession (which one?) just like the old maid looks for the man under the bed." (Spicy that. Eh! what?)

"The man in the street is not being fooled."

"Men and women have to wake up." (The man in the street therefore can be neither of the species, man nor woman; he must be a superman.)

"Just work out Mr. Gibbs' light and airy thought to its logical conclusion." (Why invoke logic? We always thought light and airy things had no weight. Query—Can light and airy thought, baloon-like, lift the depression?)

"There is a class within the ranks of the teaching profession who are cheapening it." (Of course there are, just as there is a class of journalists who are cheapening journalism.)

"The teachers forget that if they were all fired today, there are plenty of unemployed, experienced teachers willing to work for less money." (Who instigates a campaign of cheapening here?)

"There is altogether too much foolishness about education, and altogether too much expense." (There's the rub! Education and the teaching profession are not "cheap" enough to suit his ilk.)

"Some teachers have gone so far as to maintain that the school board should not pay them but the government." (How criminal!)

Allusions, delusions, slams, etc., all are interestingly jumbled together in the article: e.g.:

"Weird teachings and verbiage which asphyxiates the down-trodden taxpayer until he believes he is a human ash can; irresponsible position; teachers get paid for a year's work and work for only two hundred days; hod carriers do not quote the dear children in the schools; the home should check-up the school; some teachers in public address or private conversation would prefer the 'Red Flag' to 'O Canada' or 'God Save the King'."

Sound Logic throughout the whole article seems to us to be pitifully lacking and just about on a par with reasoning such as this:

1. Some editors cheapen Journalism;

"X" is an editor:

Therefore, "X" is a cheap journalist. Q. E. D.

2. Some teachers are Reds; (names please?)

"Y" is a teacher:

Therefore, "Y" is a Red. Q. E. D.

## Organization Bulletin No. 9

The Alberta Teachers' Alliance stands for economic security for Alberta teachers, knowing well that the present age offers abundance of material goods to all, and believing that teachers can only subsist in the competitive system by active self-defence as an occupational group.

The Alliance stands also for progress in educational service, recognizing that, while a school building may stand unchanged for thirty years, the social and intellectual needs and activities of its taxpayers are changing with the years.

The Alliance stands above all for the conservation and the fulfilment of human personalities. That statement needs no defence. During eight or more years of every human life the teacher is supremely concerned with the conservation and fulfilment of that personality. It is true we are only with difficulty breaking away from the old pedagogical ideal of cramming the child with knowledge at no-matter-what cost in drudgery, warped dispositions, and anti-social outlooks. But we are, fortunately, getting to the point where we balk at using mental cruelty to turn good sows' ears into bad silk purses, and object to raising perfectly

good bacon-type animals on a useless diet of philosophical pearls. In short, we have accepted the responsibility which the age has thrust upon us, for the adolescent training of thousands whom industry no longer absorbs; and through the Alliance are pressing the demands of the new condition for newer and more varied educational plant.

The times are now making a new demand of the A.T.A. and its loyal members—a demand for clear social thinking. The New Year and other years after it, are going to confront us with conditions less and less favourable to young people of little wealth or average ability; they are going to confront us with conditions more and more favourable to their living badly and thinking corruptly. We are merely a few years behind older nations in the process. Elsewhere the strife of interests has produced Fascism, Communism, and Socialism in varying degrees and political chaos. In Canada we have not yet drifted too far to make sober judgments about human need, and to steer our course accordingly. No matter what our political loyalties may be, we can agree that secure homes, fair distribution of work and leisure, steady

production and consumption of legitimate goods, education and opportunity for the young, comfort and dignity for the aged, the strength of co-operation and the genius of the individual, are values well worth achieving on a national scale, as an alternative to the precarious "muddling through" of business cycles. No matter how we belabor each other with the pros and cons of conflicting isms, we can all meet on the common ground of practical Humanism. And we must, for the survival of the society in which we function as teachers depends on this: that the young people whom we train to be citizens shall have room to function as citizens, and not merely as so many mouths on relief.

The hour calls us to an honest, careful analysis of the principles of social living, to the patient thinking out of a new order in which the boys and girls who leave our classes may be, not a chronic problem, but a vital asset. Those who indulge in such thinking will have to risk being "soreheads" and will often be derided as idealistic fools; but they will be in good company and the Alliance is all for them.



## OUR TEACHERS' HELPS DEPARTMENT

### OUTLINES FOR FEBRUARY

(Through the courtesy of the Calgary Public School Board) (N.B. There have been some recent changes in the Calgary outlines, e.g., see Grade III Geography.)

#### GRADE I Reading

Continue Canadian Primer. At least one other book should be read by A Classes, and part of an extra one by B Classes. Stress thought-getting in all Silent Reading lessons. Phrase and sentence practice rather than too much word drill.

#### Language

Use three questions to secure three connected ideas instead of two. Try to secure less formal sentences, and suggest color words, easy phrases, etc.

Correlate this subject for the next five months with Nature Study, Hygiene, Citizenship.

**Games:** "I did", "If I were—". If I were a fairy, etc.

**Pictures:** See Art Course.

**Dramatization:** Plays related to citizenship, as, street car, postman, milkman, etc.

**Stories:** Red Riding Hood; Dumpy the Pony; Little Grey Pony; Cinderella.

Continue reproduction of stories.

#### Memorization

Who Has Seen the Wind? (See "Learning to Speak and Write" Part I). The Whole Duty of Children. O Wind Where Have You Been? The Woodpecker, E. M. Roberts. The Man in the Moon, Rose Fyleman, (Fairy Green and Fairies and Chimneys).

#### Arithmetic

Counting by 2's to 20. Recognition of numbers to 50. Children should learn to write these during February. Numbers before and after each number to 50. Formal teaching of combinations, separations. One more and one less. Doubles. Easy column adding. Grouping of 9, 10.

#### Hygiene

General study of foods for children—healthful, unhealthful, foods for the teeth, breakfast, lunch, etc.

#### Citizenship

Politeness in speech and action.

#### Nature Study

Frost on the window pane; snowflake shapes. Weather calendar. Stories of winter conditions in other lands.

#### GRADE II Reading and Literature

(a) **Reading**—(1) Little Hiawatha. (2) Gray and White. (3) The Country Mouse and the City Mouse. (4) The Lost Doll. (5) Hiawatha's Brothers. (6) Supplementary Reader.

(b) **Literature and Memorization**—(1) My Shadow (2) Where Go the Boats. (3) A Good Play.

(c) **Stories for Telling**—(1) Sleeping Beauty. (2) Peter Pan.

#### Language

A. Oral Topics—The Chinook Wind. A Birthday Party. My Best Friend. Dogs I Know.

B. Teach abbreviations Mr., Mrs., ft., yd. Teach—He doesn't.

C. Review ou, ow; oi, oy; ce, ge; dge (comes after a short vowel where ge is found after a long one).

#### Citizenship

**First Week**—Skating and sliding—necessary as exercise. Conduct if rink or slide is crowded. Warn children off rivers unless accompanied by elders. Coasting—be careful that others are not in the path of sleigh. Keep to side going up hill, etc. Change damp clothing on going into the house.

**Second Week**—Care of books. Help teacher to repair those of the schoolroom. Use of library. Care of pictures, repair of seat work.

**Third Week**—Lines. Review of assembly and dismissal rules. Following captains' directions. Order in hallways and cloakrooms. A lesson on being a good Captain. No shouting at the others, etc.

**Fourth Week**—Behaviour on street cars and in stores, etc. Plenty of dramatization. Boys should raise hats and let girls precede them, etc.

#### Arithmetic

Teach addition and subtraction facts.

5	7	9	4	5	8	6	7	12	
7	5	4	9	8	5	7	6	-7	etc

Column addition to 39 including new endings. Give drill with groups of pupils finding difficulty. Inch, foot, yard

—Practice in measuring. Continue use of  $\frac{1}{2}$  and  $\frac{1}{4}$ . Relate to numbers, foot, dozen, hour and dollar. Continue problem work, oral and blackboard.

#### Nature Study

1. Hunting after moose, deer and fur bearing animals—stories of trapping—humane treatment of animals—use of pictures. 2. Fish in winter and stories of winter fishing. 3. Study of heavens—bright stars at night—Milky Way, Northern Lights. 4. Cardinal points of compass—location of pupils' homes and other points of direction.

#### Physiology and Hygiene

**1st week:** Booklets—Make a booklet on fruits.

**2nd week:** Teeth and Care of Teeth.

**3rd week:** Nails and Care of Nails.

**4th week:** Hearing and Care of Ears.

#### GRADE III Reading and Literature

Silent—Saint Valentine. Pippa.

Oral—He and She. The Child's World. The Dog of Flanders.

Story Telling—The Magic Mirror.

Memory—The Arrow and the Song. Pippa's Song.

Dramatization—The Pied Piper of Hamelin.

#### Language

(a) **Oral**—Animals that Sleep all Winter; St. Valentine's Day; A Bear Story; Our Baby.

(b) **Formal**—Continue three original sentences on discussed topics; A three-sentence letter a week. Teach: their, there; here, hear; to, too, two.

(c) **Vocabulary Building**—Adding ing, as: (1) sing—singing; (2) write—writing; (3) trot—trotting.

#### Citizenship

(a) Making of Friends—Be yourself—stand fast for the right. (You make friends and your friends make you).

(b) Loyalty and Truth Telling—tell truth even though it results in unpleasant consequences. (c) Stories: 1. St. Valentine. 2. St. George and the Dragon. 3. Knights of the Round Table. 4. Story of Joseph.

#### Arithmetic

1. Emphasize rapidity in addition and subtraction. 2. Counting by 9's and 7's. 3. Teach 8 times table (m. and d.) 4. Teach quart and pint. 5. Teach time telling in minute spaces.

#### Nature Study

For Animal Stories see "Alberta School Magazine" for 1928.

#### Hygiene

Care of the body—foods, cleanliness, water, sleep.

#### Geography

**The Land of the Dutch.** (a) From Italy to Holland. (b) Appearance of country—dykes, windmills, canals. (c) Dress of people in rural areas. (d) Dutch homes—use of brick and tile. (e) Occupations of people—dairying, bulb growing, fishing. (f) The cheese market. (g) Games played by Dutch children.

2. **In a Lumber Camp in Ontario.** (a) Life in the lumber camp. (b) The log drive in the spring.

#### GRADE IV Arithmetic

Long division by two digits with divisors ending in 4, 5, and 6. Multiplication by 2 and 3 digits. Care in connection with the zero in multiplier and multiplicand. Teach oz., lbs., cwt.s., tons, used in problems. Problems without numbers; problems made by the class.

## LOUIS TRUDEL FURS LIMITED

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**Reading and Literature**

Silent Reading—Billy Topsail. Wreck of the Hesperus.  
Oral Reading—The Wind and the Moon. At School with Shakespeare.

Literature—Little Brown Hands. Three Trees.  
Memory Work—The Tell-Tale. The Gypsy Song.  
Story—The Gorgon's Head.

**Language**

A. Vocabulary lessons—Teach same words as different parts of speech.

B. Practice in sentences beginning with: Was there, were there, is there, are there, etc.

C. Use descriptive phrases in sentences. (a) A heavy peal of thunder. (b) The fragrance of the flowers. (c) The golden corn.

**Spelling**

Remaining 80 words in Course — Second Term List. Memory Work Spelling.

**History and Citizenship Talks**

Laws—Necessity for laws and rules. Our responsibility in obeying laws, in the home, at school, in the city. "In order to command, learn to obey."

St. Valentine's Day.

Manners—Behavior in public places. Respect towards poor and aged.

Early Days in Alberta.

**Nature Study**

Animal Study—Rabbit (winter), bear, mountain goat.  
Bird Study—Screech owl, Whisky Jack (Canada Jay), Snowy owl.

**Hygiene**

Care of the body — cleanliness, bathing hands — wash often, finger nails, teeth, pure soap individual towel, regular habits—sleeping, eating; respiration—through nose; clean desks, drinking an abundance of pure water—small quantities often.

**Geography**

1. The Indian Fur Trappers. (a) Location of Hudson's Bay. (b) The trapper's home in the north woods. (c) Visit to the trap lines. (d) Games played by the children. (e) Trip to the trading post.

2. The thermometer and its uses.

3. Preparation of individual weather calendars for two weeks, indicating temperature, direction of wind, sunshine, clouds, snow. Practice in use of thermometer.

**GRADE V Reading and Literature**

Oral Reading—Moses at the Fair.

Silent Reading—The Round-up.

Literature—Moses at the Fair.

Story Telling—The Wandering Jew.

**Memory Work**

Nixies — Pickthall. The Bugle Song — Fourth Reader.  
Children's Song—Fourth Reader. Sands O' Dee—Poems  
Every Child Should Know.

**Spelling**

Remaining words in Course—Second term. Words from other subjects.

**Hygiene**

The Muscles—1. Muscle-building foods. 2. Importance of rest and deep breathing. 3. Sprains. 4. Disease germs attacking muscles. 5. Review.

**History**

Stories of settlement and pioneer life—E.g. Experiences of settlers who came to America under the patronage of Lord Selkirk and formed the Red River Settlement.

**Citizenship**

A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

**Arithmetic**

1. Square Measure. 2. Areas—Problems.

**Geography**

Alberta: Location, area, natural regions, with imaginary trips on the chief rivers.

**GRADE VI Reading and Literature**

Literature—Scene From William Tell. Memorization—Choice of: Kitchener. Extracts from Idylls of the King. Bless The Lord, Oh My Soul! Silent Reading—Burial of Moses. Canadians, That's All. Oral Reading—Scene from William Tell. Bless The Lord. Story Telling—Galahad.

**Language**

A. Teach enlargement of sentences by phrases.  
B. Beautiful sentences—descriptive and narrative.  
(a) Describing Words—Suggested Exercises:

(1) Sentences selecting them. (2) Fill in blanks with suit-

able adjectives and adverbs. (3) Exercises 2 and 3, page 77 of "Learning to Speak and Write." Exercises 12, 13, 14, and 15, page 79. Exercises 11, 12 and 13, page 83. Exercise 17, page 85.

(b) Different degrees of adjectives and adverbs—Suggested Exercises: Pages 81 and 82 of "Learning to Speak and Write".

**History**

Joan d'Arc—Birth of national spirit seen in the maid's great pity for the sufferings of France from the terrible scourge of the War. Sir Richard Whittington and William Caxton—Sir Richard Whittington—an example of the growing influences of the merchant class. Progress of the Mechanical Arts—Invention of printing—Its introduction into England by William Caxton, translator, writer, compiler, as well as printer. Books and readers begin to multiply, making another big change in the world. Review.

**Arithmetic**

Division of a fraction—(a) By whole numbers. (b) By a fraction. (c) By a mixed number.

**Spelling**

65 words (a) 55 words—Second term—"diamond" to "separate". (b) 10 words: "Demons" "none" to "seems".

**Nature Study**

Heat.

**Geography**

Transportation: Canada as a vacation land. Commerce and Sea Ports. Motions of the Earth.

**GRADE VII Grammar**

Parts of Speech (continued)—

(1) Adjective: Definition. Uses: (a) Modifies the meaning of a Noun or Pronoun. (b) Completes the Predicate.  
(2) Adverb: The name and use. E.g. An Adverb modifies the meaning of:—(a) A Verb. (b) An Adjective (c) Another Adverb. (3) Preposition: The name and use: (a) Introduces a Phrase. (b) Takes an Object. (c) Shows relation.

**Language**

1. Outlines for History, Geography or other regular subjects. 2. Essays based on these outlines. 3. Review prefixes and suffixes. See Course of Study, page 79.  
4. Synonyms.

**Arithmetic**

Percentage—Meaning, simple applications.

**Physiology and Hygiene**

How disease germs enter the body—(a) By means of the nose and throat—most diseases gain entrance here—tuberculosis, diphtheria, scarlet fever, measles, whooping cough, influenza, infantile paralysis, etc. (b) Through food and water—typhoid fever, dysentery. (c) Through the skin—ringworm, scabies, impetigo. (d) Through wounds, rabies, tetanus (lock-jaw). (Pasteur). (e) Through the eye—pink eye, trachoma. (f) Through bites of insects—malaria, yellow-fever. (g) Pasteur.

**History and Civics**

Exploration in America. (a) Early Explorers, (b) Later Explorers, (c) Fur Trade—(1) Hudson's Bay Company. (2) North-West Company. (3) Hearne, etc. (d) Franklin, Amundsen.

**Agriculture**

Part 3 in Course of Studies—(Pages 102-112 in Text).

**Spelling**

(a) Complete Second Term Words. (b) Supplementary Words 31—"adventure" to "thirsty".

**Geography**

Italy, Balkan States, Central European States.

**GRADE VIII Reading and Literature**

A. The Ancient Mariner. B. The Last Fight of the Revenge. C. The Finding of Wisdom. D. Work.

**Grammar**

(1) Parsing to show: (a) Classification. (b) Function. (c) Inflection of words as used in the sentence. (2) Classification of sentences as to: (a) Form. (b) Structure. (3) Analysis of reasonably difficult sentences of any kind.

**Physiology and Hygiene**

Community and Home Hygiene—as per Course. Reference: Section 1, Chapter IV, Citizenship. Board of Health—as per Course. Hospitals and Sanatoria—as per Course. See Section 3, Chapter IV, Citizenship.

**Arithmetic**

Applications of percentages; profit and loss; trade discount, commission; insurance.

**Geography**

February 15—March 15—British Empire in Africa.

**History**

Sections 8 and 9, Course of Studies.

**Civics**

Balance of Section (d) and part of (a) Course of Studies.

## Classroom Hints

### THE NEW YEAR

O, I am the little New Year, Ho! Ho!  
Here I come tripping it  
Over the snow,  
Shaking my bells with a merry din,  
So open your door  
And let me in.

—Traditional

### NEW YEAR SONG

1. There's a New Year coming, coming  
Out of some beautiful sphere;  
His baby eyes bright  
With hope and delight;  
We welcome you, Happy New Year.
2. There's an Old Year going, going  
Away in the winter drear;  
His beard is like snow  
And his footsteps are slow;  
Good-bye to you, weary Old Year.
3. There is always a New Year coming;  
There is always an Old Year to go;  
And never a tear  
Drops the happy New Year  
As he scatters his gifts on the snow.  
—Lucy Larcom.

### GRADE I Silent Reading Exercises

These are dependent on the learning and reading of the first little memory gem, and acquaintance with the ideas of the second poem.

A riddle—Ho! Ho! hear my merry din.  
I ring the Old Year out,  
And I ring the New Year in.  
Draw my picture.

A riddle—I am old and slow  
My beard is like snow  
It's time I should go.  
Draw my picture.

### GRADE II (Plus an advanced Grade I and Junior Grade III) Silent Reading to be followed by dramatization based on the poems.

Teacher's directions to the class: Choose either (1), (2), or (3) to act just before four o'clock. The rest of the school will guess which one you are acting. (1) Little New Year: Trip across the floor at the front of the room. Say, "Ho! Ho!" Shake your hands: rap on the table. Say, "Let me in". (2) Old Year: Walk slowly across the floor. Bend your head. Say, "I am old and white. I must go." Wave good-bye to the class. (3) The Bells: Swing from side to side. Say, "Ding, Dong, Ding, Dong, The New Year is here." (4) The People: Pretend you are shaking hands with some one. Say, "A happy New Year! A happy New Year! Hurrah. Hear the bells."

### GRADES II and III. A Matching Exercise based on the idea of New Year Resolutions.

Write out in full and draw a picture beside each sentence to show you understand.

1. I must remember
2. When I go to bed at night
3. When I am called in the morning
4. I will always brush my hair
5. I will take my rubbers off
6. I will leave my desk tidy
7. But sometime I will not be

### Parts to be used for completion

when I go home at four.  
I shall fold my clothes on the chair.  
such a good girl (boy).  
to wash my neck and ears.  
I shall try to get right up before breakfast.  
as soon as I go into the porch.  
Junior Grade—

Silent Reading, Composition and Spelling Work.  
(Attention to the letter to be filled in means that attention to the detail of words that is necessary for good spelling.)

Teacher's direction: Copy and fill in the blanks from the following word list. There is only one space that this list will not help you to fill: happy, hear, bells, near, year, door, new, little, birthday. 1. Twelve o'clock is n-ar. 2. Listen! I h-r the little N-w Year rapping at the d-r. 3. Yes, those

are his be-s and his hap-y laugh. 4. Come in, Ne- Y-r! Come in out of the sn-. 5. Good-bye, Old --ar! We are h-p- to see you go. 6. Now li-le N- Ye-r, I wonder what you are going to give me before 1935. 7. I shall have another ..... I know that. 8. Will I go into Grade .....?

### GRADE III

### Memory Work

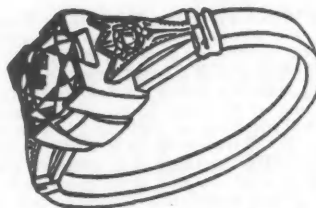
### The Lullaby of the Iroquois

I. Brief Introductory Study: Do you know what a lullaby is? Here is one: hum the music of a lullaby—Schubert's is beautiful, "Sweet and Low" or any familiar lullaby tune. You want to begin to rock or swing back and forward don't you? Hum again and have children hum and rock. Teacher: The rocking and the soft song make you feel so peaceful and quiet, as though you would like to go to sleep. It is like the rocking of a cradle. We are going to learn a little ullaby. It's an Indian baby's lullaby. Do you know what Indian Mother's put their babies to bed in? (Draw quick sketch of a papoose and Indian cradle). If the Indian Mother wants the little cradle to swing she hangs it from a tree. What will swing the cradle there? That is just like our own lullaby isn't it? I'll begin it. Who can finish?

Rock-a-by baby, in the tree top,  
(When the wind blows, the cradle doth rock).

Perhaps the mother will give it a little push and away it will go. Make the motion again of swinging and into the rhythm of that swinging begin your recitation. (This poem ought to have an oral recitation).

II. Appreciation and Understanding: this is necessary before memorizing, indeed to make the memorizing worth while. You know that that cradle is swinging when you listen to the lullaby don't you? (Repeat the first 3 lines to give the rhythm). Where is the cradle hung? Read silently from the blackboard, if you don't remember. (Build up the picture—oak tree, camp fire, curling smoke). Recite 2nd verse. The baby doesn't seem to be in a great hurry to go to sleep. I wonder what it is doing. Have you any baby brothers or sisters at home? Do they like to watch the fire? Perhaps the baby is listening to all the sounds round about. "The heron is homing." What is a heron? Have you ever seen one? Where? There must be water near the camp. After a long day's fishing they go home in the evening and when they rise out of the water you can hear the splash right across the lake. But he's off home to bed now, and the plover is quiet, too. That's another



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water bird. So the baby should be going to sleep too, shouldn't he? I can hear something else besides the splash of the heron. What is that? (Silent Reading by class). They are night sounds, too, so "Little brown baby of mine, go to sleep."

III. Memorization: (a) Teacher: Read aloud the first 3 lines. Notice these words, lapped comes first, then wrapped, then strapped. Make the cradle swing when you read. Class turn away from the blackboard and recite the lines. (b) The next 3 lines are about the cradle. Notice rocks, hands, bands. Pupil reads aloud. The class recite. (c) Read about the picture we get of the camp. Teacher underlines **down bending branch of the oak, camp flame, curling grey smoke**, to accent the central picture ideas. Complete this reading by teacher and pupils reciting the last 2 lines together. Continue in some what similar manner with the 2nd verse.

IV. Seat Work following the oral lesson. 1. The pupils are now in a position to memorize intelligently and appreciatively by themselves. 2. Have them copy the poem into their memory books. (Writing Exercise). 3. The children draw an illustration or illustrations (after the fashion of Rudyard Kipling's books) for their poem. (Perhaps illustrations in the Hiawatha Primer would help them here.) 4. Composition: (a) write an accompanying little account of how Indian Mothers put their babies to sleep. (b) If this baby were older, he would be full of all sorts of questions. He's really full of them now, but just can't ask them. You write some questions for him. Answer each question as you think his mother would.

#### GRADE III Hygiene and Nature Study Fruits

Currents: Extract from "National Geographic Magazine," December, 1930. "Greek currants are actually small seedless grapes. Patras is not only the chief port for the vineyards of the Ionian Islands, but is near the centre of the fertile crescent of currant vines that curves around the mountains of Achaia and Elis from Corinth to Kyparissia. We might call currants 'Corinths' for Corinth gave them their name. Four tons of grapes, making a ton of sun-or-shade-dried fruit, are grown on each of the 170,000 acres devoted to their cultivation. Australian and Californian currants are serious rivals. Just to read a currant advertisement makes one expand his biceps and contract his waist. The training tables of ancient athletes abounded with currants, whose sugar and iron helped winners to win—and losers to lose—like men."

#### GRADE VII History

##### Amundsen and the Discovery of the North West Passage

I. Amundsen in his autobiography asks the question. "How did I happen to become an explorer?" "When I was fifteen years old, the works of Sir John Franklin, the great British explorer, fell into my hands. . . . His description of the return from one of his expeditions (to discover the North West passage) thrilled me as nothing I had ever read before. . . . Secretly. . . I irretrievably decided to become an Arctic explorer." (His mother had decided that he should be trained as a surgeon, and until her death when he was at University he was apparently following her wishes. He left University immediately after his mother's death.)

II. Preparation for his career. From his youth Amundsen trained himself consistently for the work he had set his heart on: (1) began to train his body to endure hardship; (2) Eager to do military service because he felt the training would benefit him physically. (3) Read all the books on the subject of Arctic exploration he could put his hands on. (4) Felt that the double and consequently divided command of ship's captain and leader of the expedition worked against a successful expedition and decided that he must qualify as a ship's captain and so be able to lead his expedition as explorer and navigator. So he secured his captain's papers. (5) Following that achievement he "pursued studies in magnetic science at Hamburg" because his ambition was not only to discover the long sought North West passage but to locate the magnetic North pole. (6) In 1900 he brought his ship, the Gjoa. (7) 1902-3 he spent in immediate preparation for his expedition to the Arctic. June 16, 1903, was the date of sailing (midnight to be exact, in order to avoid creditors who were going to prevent his departure, but who were scrupulously paid on Amundsen's return).

III. The Expedition Itself. First stopping place Godhavn on Disco Island. Melville Bay—a difficult crossing because of drifting and heavy winds. Dalrymple Rock. First Station—Beechy Island. Peel Strait—very treacherous uncharted channel, soundings showed great depth on one side of the ship and jagged rocks could be seen under the surface on

the other side. There were heavy gales, and a fire in the engine room threatened disaster, but was checked before it reached the gasoline tanks. King William Island—Winter quarters, a beautiful little landlocked bay. Built house, kennels for dogs, laid in supply of fresh meat; winter passed successfully; left camp on August 13, 1905. Simpson Strait—note "the shallowness of these tortuous channels"; for three weeks the boat crept along "sounding our depth with the lead, trying here, there and everywhere to nose into a channel that would carry us clear through to the known waters of the West. Once in Simpson Strait we had just an inch of water to spare beneath our keel." Amundsen could neither sleep nor eat while going through Simpson Strait. Every nerve was strained. Finally the look-out shouted, "A sail! A sail!" They had navigated the channel.

IV. Description of The Gjoa. Quotation: "Surely the Arctic Seas have seldom seen such a spectacle as we presented. The Gjoa was 72 feet long, 11 feet wide and of shallow draught. Naturally we had only one mast, which gave us one mainsail and a couple of jibs. We had a good auxiliary motor, though in those days gasoline engines were still so uncertain that we had been gravely criticized for risking the dangers of explosion and fire when I had the motor installed. . . . Such a cargo!"

First of all every square inch of space in the hold had been carefully calculated and our packing cases made to fit so that when we got them all stowed there was not a wasted foot of space left. This cargo weighed the Gjoa nearly to the water's edge. But the hold would not contain all the supplies we must carry. Consequently almost the entire deck was likewise piled high with boxes, so that when we steamed into the Arctic Ocean we looked like a moving-van afloat!"

V. Amundsen's Commentary on His Own Success. Success lay in following a more southerly passage than previous explorers had attempted:—turning south along the west coast of Boothia Felix to the southernmost point of King William Island, and then proceeding westward closely following the coast. Amundsen had read in Sir Leopold MacClintock's account of his search for Sir John Franklin, a prophecy that the true channel would be found by following a more southerly route than that taken by previous explorers. "It was largely due to this prophecy that I adopted that route."

#### GRADE VII Composition Short Speeches

It is wise to work gradually towards efficiency in Oral Work. It is essential that the child should feel as much at ease as possible from the beginning. Extemporaneous speeches are only possible, I think, after considerable skill has been attained.

A very good exercise to start with is to have each child tell a joke to the class. Give them at least 2 days to prepare and have them stand in front of the class and speak without any reference to printed or written material. They will enjoy this exercise. The criticism at first should be sparing, and end up with some word of praise if at all possible. (Bolenius in "The Teaching of Oral English" advocates little private notes of one or two outstanding weaknesses to be worked on later.) The criticism might be based upon: Position, Voice, Expression, and a word or two about the quality of the joke.

A second and longer exercise might be the reading of a prepared account of something in which the child is really interested. Bolenius found a very backward and bashful student grow eloquent on the subject of chickens. The matter of interest is vital to good work. Boys enjoy telling how to make model aeroplanes, boats or mechanical devices; girls of planning a party, making a dress, cakes, although I have known a girl make special visits to the Round House to be able to talk intelligently on the repair of engines—and entirely on her own initiative. This account should be well organized, according to a proper outline supervised by the teacher.

The next step is a short speech delivered with the aid of a few brief notes—an outline is best, so that no special wording of sentences will be slavishly held to. Plenty of time (perhaps a week) should be given for the preparation and the child should again be working with something of personal interest. Tell the children not to memorize, but to think about their topic, read about it and discuss it with their friends until they are thoroughly familiar with what they wish to say.

As the work proceeds and more ability is acquired the criticism should extend to such matters as pronunciation, diction and enunciation together with a check up on the speed and the development of the value of the pause. Two

of the outstanding faults of young speakers are the memorizing of material and racing through it.

From the prepared speech with notes advance to the prepared speech without notes. The point to note here is the development of the logical sequence of ideas. Make the child realize that with proper preparation his brain will not fail him, provided, of course, the task is within the limits of his ability. A three minute speech is quite long enough for a Grade VII pupil to attempt without notes.

Work up an ideal of good speaking. Talk about good speakers heard. One teacher gives model short speeches himself, pointing out the value of pause; of securing interest by being interested himself; of the value of humour, of flexibility of voice, etc.

A very good exercise covering several lessons is the actual preparation of a short speech—choosing the title, gathering interesting material, organizing the material and reducing it to outline. Have the children speak from their seats using the outline and filling in as much as they can under each heading. This exercise is especially valuable for the weaker speakers, and those who are not able to organize their material effectively. Suppose we choose as a topic the particular game the school or class play in winter or summer—perhaps hockey for the winter and basketball or football for the summer. What are the different points of interest about any game? Get this from the class if possible. It helps you with your own questioning and direction of the discussion to have an outline in your own mind. Would this help?

1. The Early History of the Game. (Encyclopaedias give such information.)
  - (a) Where it was first played and by whom.
  - (b) How it was first played (ground and positions)
  - (c) The costumes worn by the players.
2. The Game as Played Today.
  - (a) Differences between early game and that of today. (present ground and positions, etc.)
  - (b) Change in costumes.
  - (c) Are the changes for better or for worse? (Here is a chance for the pupil to express an opinion with a reason for it.)
  - (d) Some of the outstanding players of today.
3. Why I Like the Game.
  - (a) Physical benefit (health)
  - (b) Test of Sportsmanship. "Play the Game".
  - (c) Social advantages.

This summary will occupy one lesson.

Extra-school activity and possibly two class periods follow.

Having made out such an outline set the children gathering material. Scour the school and countryside for any reading material on the topic along the lines suggested. Let them decide under which heading or subheading it should go and if necessary introduce new headings. Evaluate the material gathered; discard the uninteresting; condense; reorganize your outline or summary. All this can be accomplished by class discussion.

When you feel sure that your class is ready to talk freely about the topic, write the reorganized outline on the blackboard. Have the best pupils speak on the first main heading and sub-headings under it. Continue, calling for your best speakers until the topic is covered. Now is the time to get the weaker material on their feet. Insist that they persevere until they are able to give at least an intelligible account. In this work the pupils should not be allowed to refer to notes of any kind. Have the pupils supply any essential material missed out by other speakers. The object behind the whole attempt is to let the pupils realize that with a little effort they can prepare, master the material and speak intelligently on any topic in which they may be interested.

Mr. Kenny in his book "A New Course in English Composition" gives the following list of topics actually chosen by boys and girls for oral composition: Motor Cars, Aeroplanes, Cricket, Football, Movies, Hobbies, Reading, Cats, Travel, Fairy-tales, Swimming, Dogs, Stamp-Collecting, Doctors, Pets, Policemen, Postmen, Mountains, Flowers, The Weather, Nurses, Holidays, Tools, Diamonds, Coal, Tea, Meccano, Umbrellas, Meals, Milk, Babies, Proverbs, Indoor Amusements, Fretwork, Rabbits, A Bicycle, A Canary, Knitting, Painting, How I Made a Model Engine, Poetry, A Christmas Party, How I Made a Crystal Set, A Visit to My Uncle's Farm, My Collection of Butterflies, How I Learnt to Swim, A Visit to the Circus, My Camera, Why I Am a Scout, My Birthday Party.

## GRADE VIII

## Grammar Review

For review material it is essential that the context be interesting in itself, so that you will prick the pupil into activity in spite, possibly, of lethargic interest in the subject of review. Grammar, as a subject, appeals to few pupils, but that appeal is quickened by the use of first class material.

Have the class read the following for their own interest and then ask them what they think are the outstanding features of the selection. How did the author secure such an interesting result? By his imagination and hard work surely, but also by the ability to use sentences and words of different kinds effectively. Let us look at the sentence structure.

Trees are your best antiques. There are cedars on Lebanon which the axes of Solomon spared, when he was busy with his Temple. There are olives on Olivet that might have rustled in the ears of the Master and the Twelve. There are oaks in Sherwood which have tingled to the horn of Robin Hood, and have listened to Maid Marian's laugh.

—Adapted from Alexander Smith.

We find in the above that a simple sentence is effective to open the paragraph as a topic sentence, while the complex sentence adapts itself admirably to the material that follows.

The selection furnishes good practice in clausal analysis, and gives ample scope for parsing, detailed analysis and the discussion of phrases. Here is another selection for review material, which includes simple, compound and complex sentences with noun clauses.

"It is no longer day. Through the trees rises the red moon, and the stars are scarcely seen. In the vast shadows of the night, the coolness and the dews descend. I sit at the open window to enjoy them; and hear only the voice of the summer wind. Like black hulks, the shadows of the great trees ride at anchor on the billowy sea of grass. I cannot see the red and blue flowers, but I know that they are there. Far away in the meadow gleams the silver Charles. The tramp of horses' hoofs sounds from the wooden bridge. Then all is still, save the continuous wind of the summer night. Sometimes I know not if it be the wind or

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the sound of the neighboring sea. The village clock strikes; and I feel that I am not alone."  
and I feel that I am not alone."

Longfellow.

#### The Skull of Oliver Cromwell

(N.B. Note the noun clause as complement of "was" in—"and one of the curiosities was what professed to be the skull of Oliver Cromwell".)

"An exhibition was being held at a town in the north of Ireland, and one of the curiosities was what professed to be the skull of Oliver Cromwell. One of the gentlemen visitors remarked that it could not be Cromwell's because he had a very large head, and this was a small skull. The exhibitor was not at all disturbed, and replied 'This was his skull when he was a boy'."

#### GRADE IX

##### Literature East Is East

Suggestions for the Guidance of Student Study.

A. These questions relate to the story chiefly. Read the story and the notes and then think over these questions for class discussion: What country is represented by the East in this story? What country by the West? What is the name of the hero of the eastern country; of the western? What has Kamal done that the Colonel's son should have gone in pursuit of him? Would it be at all a usual sort of thing for a Border chief to do? How does Mohammed Khan tell you that Kamal is elusive and very difficult to follow? Do you like the way he says it? Are there any indications early in the story that the Colonel's son is not likely to overtake Kamal? You are given no note on the Tongue of Jagai under that heading, but can you gather from bits of description in the story what the Tongue might be like? Why is it so necessary that the Colonel's son should reach the Tongue before Kamal does? Was the outcome of the story what you expected? What were the qualities that Kamal admired in the Colonel's son and what the qualities that the Colonel's son would admire in Kamal? Do the lines "When two strong men stand face to face" and "when wolf and grey wolf meet" do justice to these qualities? Do you admire one of these strong men more than the other? How did Kamal show his confidence in the character of the Colonel's son? What sort of "Guide" would you suppose Kamal's son would make?

B. Questions on the general significance of the story. What does Kipling mean by saying "East is East, and West is West, and never the twain shall meet"? Can you quote actual proofs of this from your own experience? But immediately following this general statement Kipling says there is one instance where they do meet. What is that? Why is it that when "two strong men meet" the differences of race, creed and customs play no part in their relationship to one another? Have you read any other story where two enemies of differing nationalities learn to respect one another? (The Talisman: Crusader and Saracen.) What two verses are exactly alike? Why did Kipling repeat them? (Did you understand the first verse when you read it for the first time?) (If the teacher knows anything about music he could help the pupils appreciate the satisfaction brought about by this repetition, in the fuller understanding of the second verse because of the story in between, by comparison with the three part form in music. The "Spring Song" is an example of the three part invention:

3 | 5 — 3 | 5 — 3 | 2 1 2 | 1 — — |  
Cuckoo! Cuckoo! calls from the wood;  
| 2 2 3 | 4 — 2 | 3 3 4 | 5 — 3 |  
Come let us sing and dance and be merry!  
| 5 — 3 | 5 — 3 | 2 1 2 | 1 — — |  
Cuckoo! Cuckoo calls from the wood.

It will readily be seen that the first and third lines are identical, and that the central line is a digression or contrast. "Nearer My God to Thee" and "Annie Laurie" may be analyzed into the same three divisions. Note particularly in the case of "Nearer My God to Thee" the satisfaction of the repeated close or the return to the original theme after what might be called the mood of doubt or yearning of the central division. In the case of the poem the fuller understanding that follows the telling of the illustrative story accounts for part of the pleasure in the repeated verse, as well as its familiarity. Now there is no need to question what this verse means; it is final and conclusive. This study of structure will help the class to a finer appreciation of the artistry of composition).

C. Some things for the student to do. 1. Make a little map of the scene of this story, looking up Punjab, Afghanistan, Khyber Hills, to do so. 2. Refer to your notes on the ballad to refresh your memory as to its characteristics and then make a list of the ballad features to be found in this poem. Make 2 columns in this way:

Characteristic  
Rapidity of action

#### Illustration

"The Colonel's son to the Fort has won, they bid him stay to eat— Who rides at the tail of a Border thief, he sits not long at his meat."

3. Make again 2 columns headed "The dun" and "The mare" and list in their proper column all the words and phrases descriptive of each horse. Notice the variety of vocabulary used and the number of comparisons made. What do you gather of the qualities of each horse from these comparisons? List under their proper headings the adjectives or descriptive phrases you would use in describing them.

#### The Old Superb

Some things for students to think over and make brief notes on in preparation for class discussion.

A. Questions relative to the story. What was this "lame duck"? Why should it have been called so? How did it manage to keep even with the rest of the fleet? If you consult your notes you will see that the last line of the poem is historically inaccurate and why. Do you think that Newbolt did not know his history or could there be any other reason for his having included that line?

B. Ballad characteristics. This poem has a flavor of the ancient ballad. In what respects? (The sea was a favorite theme of the old ballad. Note too the refrain and compare with "Binnerie, oh, binnerie!" as well as recognize the heroic tale and the vigor of the action).

C. Vigorous rhythm, to suit the theme. There is the freshness and power of the sea in this poem. How does Newbolt secure this effect? (You will find it help in class discussion, I think, to mark the strong accents of the line and note their power and regularity. Notice the vigor of

the attack on some of the strong vowels—"So Westward ho!

for Trinidad and Eastward ho! for Spain". "And where he

goes the old superb must go!" Study the vigor and buoyancy of many of the lines and phrases: "wide and free", "all our hearts were dancing like the sea", etc. Such a question as: Why did Newbolt use the ballad refrain in this poem? may help the class to realize the part its vigorous repetition plays in building up the general atmosphere of the poem).

#### Is Life Worth Living?

Suggestions for guidance of student study preliminary to class study. 1. This poem begins with a question. What is it? Before reading the poem stop for a moment to consider what answer you would make to that question yourself. What do you find makes life worth while? What do you look forward to during the day that makes it an interesting, pleasurable or satisfying day? 2. Now read the poem. Is your answer to the question at all like Austin's? Of course, Austin is writing of English life, but if you substitute things Canadian for things English is there any similarity between your answer and Austin's to the question of the poem? 3. It seems to me that in a general way the poem gives three types of answer to the question: Is life worth living? Where would you mark these divisions in the poem? Put in your own words the general idea of each answer. Which of these ideas appeals most strongly to you? 4. There are some pleasant pictures of the English countryside in this poem. Mark any lines you particularly like. 5. This writer has been quite a close observer of nature and you will find, if you care to, that you can make what seems to be pleasure reading a real source of information. List in 2 columns the English birds spoken of in the poem, together with what characteristics you can gather from the poem, the dictionary or any other source, e.g.

Nightingale: sings at twilight ("Here in the twilight hour"). Make the same study of the English flowers. When you picture to yourself the attractiveness of spring, summer and fall, what spring, summer or fall flowers and colors do you think of? Have you been as observant of the things about you as Austin? 6. This poem has been written from a very English point of view, and by that I do not mean simply that the English countryside has been described. Find proof and illustration of my statement.

(To the teacher: during class discussion you will need, I think, to dwell chiefly on the 1st stanza on page 120, and I would suggest that you try to make these rather abstract ideas have some concrete significance. E. g. "While there is one untrodden tract for Intellect or Will"—the work that medical research men are doing in the study of cancer. A few years ago the study of the diabetes treatment by



insulin was one of these "untrodden tracts". Get the class to quote other examples of pioneer intellectual work. Get them to think of lines of thought that are still open for research.)

#### The Highwayman

Suggestions for aiding the pupil to study the poem, following a reading by the teacher.

This is a poem that will gain a great deal by a good, vigorous, dramatic oral rendering. In reading the lines "Riding-riding-riding" to secure the rhythmic swing, divide the words this way: ri-ding and prolong the vowel sound "i".

1. Here is a quotation from John Drinkwater, who wrote the play "Abraham Lincoln". "Nothing will help you more in life than the habit of seeing things in your mind very clearly; the habit not only of making things with your hands, but of making them in your mind as well. And just as, if you were building a house of bricks, you would not get the greatest possible pleasure unless you built a good, well-shaped and complete house, so you will not get the greatest possible pleasure from the things that you make in your mind, unless they, too, are well-shaped and complete. You will find, for instance, that if you think about a horse with your eyes shut, that is to say, if you make a horse in your mind, you will get far more pleasure if you have learned how to make it exactly and clearly, than if you are only able to make it uncertainly, so that the horse in your mind is a confused kind of thing.

I have said that the pleasure we get from making things, whether with our hands or with our minds, is good for us. This is so because, ever since the earth began, the greatest purpose of the life on it has been to grow from a confusion that cannot be understood into clear shapes that can be well understood. When we make anything clearly and exactly, we are helping this purpose. So that if the thing we make is not clear, but only, so to speak, half made or a quarter made, we are failing to help the life of which we are a part as fully as we might, and our pleasure is less in consequence. That is why, when you make a horse (or any other thing) in your mind, you will get far less satisfaction if it is only a vague horse, a little like a horse perhaps, and a little like a donkey, shall we say, and a little like a bush or a wheelbarrow, than you will if it is a horse clearly and completely made.

If we think about this a minute or two longer, we shall see that very often things that we make in our minds are suggested to us by some one else. If I tell you that I saw the moon last night, you will at once make the moon in your mind. And if some one has himself seen a thing very clearly indeed, he will be able to tell us about it so well that we in our turn can make it very clearly in our own minds, and so get an especially large amount of that pleasure of which I have spoken. It is just this that the poets can do for us, and that is why their poems can give us so much delight."

What has this selection to teach us about the reading of poetry? Why are its ideas particularly applicable to the study of "The Highwayman"? Reread the poem to see as clearly as possible each successive picture. Select any two verses that seem to you to draw a particularly vivid picture. List the words that give you greatest assistance in seeing those pictures. Of these which one or two words or phrases seem to you to be most interestingly or arrestingly used? 2. This poem is a well told, exciting story just such as you could imagine well done in the movies. Its interest grows to the peak of the climax. Can you find the incident that marks the climax of the story? Find all the incidents that lead up to the tragedy. Where are your suspicions first aroused? Why did the soldiers tie Bess to the foot of the bed and bind a musket to her? Did her lover know the fate that awaited him should he return to the inn? Why did he return? 3. How would you describe the rhythm of this poem? Make a list of other riding poems that you have read. Quote lines from any of them or all of them if possible which seem to you particularly good in suggesting the beat of horses' hoofs, the swiftness of motion, the rhythm of galloping. 4. You have a device of structure or poem construction in "The Highwayman" which was used already in another of your studies. What is that? Prove that it adds to your pleasure in the tale. 5. Is this poem a ballad?

#### The Hanging of the Crane

A. Suggestions for pupil study of the poem. 1. In what respect is this poem very like the one you have just studied? Did you build clear mental pictures as you read? Here would be one way to test yourself as to the accuracy and completeness with which you build with your mind. Imagine yourself the director of a movie picture representation

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of "The Hanging of the Crane". You are going to produce this picture; you are going to represent each scene in as complete and truthful detail as possible. Now you have set yourself no small task. Questions will begin to pop into your head at once if you are a true movie director. (a) How many scenes would there be? (b) What sort of house would this be? Canadian? American? English? Italian? How can you find out? (c) What period is represented by the poem? Would a modern stucco house with hardwood floor, electric lights, gas grate, fit into the picture? How can you find out? (d) What sort of costumes or dresses would be worn? How can you find out? 2. Decide which of these questions you can answer for yourself at once without reference or assistance other than the poem and your notes. Decide which you will need further help with and how you will secure that help. Have you picture catalogues in the school? They are things you will find useful often. Set aside a composition seat work period to write for a catalogue from: (a) The Perry Picture Company, Malden, Mass., U.S.A. (Would recommend this); (b) The Thompson Publishing Company, 242 W. Jefferson St., Syracuse, N.Y., U.S.A.; (c) G. P. Brown & Company, 38 Lovat St., Beverly, Mass., U.S.A. 3. Make out a list of the scenes. Determine the period represented. (Complete this study when catalogues and pictures arrive). 4. If you plan to include written explanations of your movie story, what stanzas of the poem could be used? Mark them.

B. Second Study Lesson. 1. If "The Highwayman" and "The Hanging of the Crane" were alike in the vividness of their picture painting, they are very unlike in other respects. Contrast the 2 poems from the standpoint of rhythm and theme. 2. Which of these words seem to you properly descriptive of Longfellow's style, crude, vigorous, graceful, abrupt, virile, gentle, smooth flowing, gracious? 3. Would Longfellow's style in "The Hanging of the Crane" have suited the telling of the story of "The Highwayman"? Why? 4. There is a good simile at the bottom of page 132.

"Then like a ruby from the horizon's ring  
Drops down into the night."

Find a number of other interesting metaphors and similes. Mark them. What is the use of a simile or what does it add to the style of a writer?

Study your similes and metaphors in this way:

**Simile or Metaphor**  
Sun compared with ruby  
Horizon with ruby ring.

**Points of Similarity**  
The brilliance of the color.  
The circular line of the horizon is like a ring with a brilliant jewel.

(This is a good composition exercise as well as an aid to understanding and appreciation, since it involves clean cut thinking and expression. Let it be understood that it is of exceptional value and accept nothing that makes no effort toward that end. Refer again to Drinkwater's plea for the value of clarity of expression and thinking).

**C. Some Questions of General Significance.** 1. Who is the "I" of the story? 2. In what ways are the pictures of home life of this poem similar or dissimilar to those of to-day? Pierce and Yates in their "Book of Prose and Verse" Book I, suggest this interesting topic for discussion in connection with Longfellow's poem "The Day is Done". It has application to "The Hanging of the Crane" too.

"When you grow up, you will probably say, 'What is this younger generation coming to? Now, in my day . . .'" Many older people are saying that now-a-days about young people. They say that young people are not acquiring the art of living that comes from within one's self, and that your pleasure comes from sources outside yourself, from 'dime-novel' movies, and 'jazz' dances, from sporting spectacles, from the so-called comics, from silly radio concerts, and what not. Of course, you do not agree with all this. What is your defence of modern youth?"

You have heard the expression "Home-keeping hearts are happiest". Are there any real grounds for saying so? Does "The Hanging of the Crane" help to give you any answer?

**Composition.** Write a paragraph on the theme: Longfellow's answer to the question; "Is Life Worth Living?" Base your ideas on those suggested by "The Hanging of the Crane".

#### Psalm XCI

**Suggestions for the Guidance of student study at their seats.** 1. Read through the Psalm once or twice. With what general feeling does it leave you? On one occasion the great churchman, Erasmus, sent a little sermon to the nuns at Cambridge, England, which he called a flower gathered from the evergreen garden of Isaiah. His text was "In quietness and in confidence will be your strength". (Is. 30, 15). This was Erasmus' own attitude toward God. Are there any points of similarity between the attitude of Erasmus and that of the Psalmist? Is there any one line in connection with your study that embodies the theme of the Psalm? 2. We have been talking about seeing the picture in our mind's eye (Drinkwater) which writers have built up for us. Here is a writer to whom every idea comes as a picture, for example when he thinks of the nearness, the companionship, the understanding of God, he thinks at once of the dwelling-place or home which stands for so much love and understanding in human life, and he writes the line "Thou hast made the most High thy habitation". Compare this line of the Psalm with the ordinary expression of the idea: God is companionable and understanding and ready to help us. Which expression of the idea has the more color? Which expression brings the greater wealth of association of idea? (It may not be possible to ask your Grade IX this question without some explanation).

Make a list of all the pictures (or metaphors or similes) that the Psalmist employs to build up his conception of God's care for us, and the "confidence and strength" that we should consequently feel. Work this way:

**Picture, Metaphor, Simile**  
The Most High is thy habitation:

**Quality Suggested**  
Protective, sheltering, companionable, loving, understanding.

Which of these comparisons gives you most satisfaction? 3. Some of these pictures and ideas are drawn from another type of life than our own and some are true to life anywhere. What pictures are drawn from another civilization? Mark them. Will these notes help you to answer this question? "Destruction" is sickness, a pestilence or plague from the heat. One authority on this Psalm thinks the "arrow" is sunstroke and the "sickness of noonday" the sunstroke.

(Note: The last line of the Psalm is one of the most interesting and one it may be rather difficult to explain to the pupils. Make some attempt, I think. It is an idea that will grow as they get older. Give it a starting point.)

4. "God's salvation" is the work of God in human life. To those who trust him God will show himself as really present in the affairs of men, in the working out of human life. Tolstoi, the great Russian author of "War and Peace" called "History" the action of "The Invisible Hand". What

did he mean? The pious Jew believed that he, too, could see the hand of God in human affairs. We might translate Psalm 27-13 "I had not been able to survive if I had failed to see the goodness of the Lord in the land of the living." Compare also 2 Kings, 6, 17, (look it up) where the young man's eyes were opened, and he saw the mountain full of horses and chariots, an invisible reinforcement. So the Psalmist says that God gives us power to "gaze on his salvation".

#### King John

Some notes on King John. Introductory material: Background of History.

A Genealogical Table  
Henry II (Grandson of William the Conqueror)

Married Eleanor of Aquitaine

Richard I / Geoffrey John

Arthur, (Duke of Brittany)

So Arthur is the son of John's older brother and on the death of Richard I a powerful rival claimant to the throne.

B. A sketch map on the blackboard would readily show another reason for John's desire to get rid of Arthur. The Angevin Dominions which were John's dominions when he ascended the throne included (1) England, (2) Normandy (3) Aquitaine (through John's mother) and (4) Brittany—almost half of France was ruled over by the English King (Roughly Normandy Brittany and Aquitaine are that part of the present France which was in a strip about the width of England from the Channel south to the Spanish border all along the coast). Right in the centre of this territory lie Maine, Anjou and Touraine, which did homage to Arthur. Right in the heart of his French dominions lay this alien and desirable territory.

C. A sentence or two from the famous Magna Charta will do more than anything else to indicate the character of John:

1. No freeman shall be seized or imprisoned or dispossessed or outlawed, or in any way brought to ruin: we will not go against any man, nor send against him, save by legal judgment of his peers or by the law of the land.

2. To no man will we sell, deny or delay, right or justice.

D. It was into the hands of such a man that Arthur fell when France attempted to aid Arthur and there was war between England and France. The early part of the play tells of this incident fully.

**Some Suggestions for Student Character Study:** 1. What qualities in Arthur dissuade Hubert from his intention of burning out the boy's eyes with hot irons? Work in this way:

Arthur's dependence on and "I would to Heaven, I were desire for the affection of your son, so you would love others. me Hubert."

2. Why did Hubert undertake to do away with Arthur? Why did he fail to carry out his commission? 3. Prove King John to be cruel, cowardly, and weak.

In answering these questions do not be content with an answer that is the result of your first superficial reading. Remember what Ruskin says about how to read. "When you come to a good book, you must ask yourself, 'Am I inclined to work as an Australian miner would? Are my pickaxes and shovels in good order, and am I in good trim myself, my sleeves well up to the elbow, and my breath good and my temper?' And keeping the figure of speech a little longer . . . the metal you are in search of being the author's mind or meaning, his words are as the rock which you have to crush and smelt in order to get at it. And your pickaxes are your care and your learning; your smelting furnace is your own thoughtful soul. Do not hope to get any good author's meaning without these tools and that fire; often you will need the sharpest, finest chiselling and patientest fusing before you can gather one grain of metal."

**Conclusion:** This study is, of course, just a scene or two taken from a whole play, but it has a definite part in building up the idea of the whole play. Shakespeare's whole idea was to picture clearly just what sort of King John was. Don't you wonder what would happen to such a man? (Act IV: Sc. VII.

Prince Henry: How fares your majesty?

King John: Poison'd—ill fare—dead, forsook, cast off. The king had been poisoned by a monk, and was just dying.)

Then following the picturing of such king Shakespeare wished to show that he had no right to reign: "There is no sure foundation set on blood". John, Act IV, Sc. II, L. 104. This was Shakespeare's view in spite of the fact that the "divine right of kings" was a political doctrine then held.





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**CONSTITUTION OF  
 ALBERTA EDUCATIONAL FEDERATION**

(Approved by A.E.A. and A.T.A.)

**Article 1.—NAME.** This organization shall be known as the Alberta Educational Federation.

**Article 2.—OBJECTS.** The objects of the Federation are:

- (a) To promote the cause of education in the Province of Alberta.
- (b) To furnish a medium for the expression of the opinions individually and combined of the federated Organizations: namely, The Alberta Public School Inspectors' Association: The Alberta Normal School Instructors' Association: The Alberta Teachers' Alliance, Inc.
- (c) To organize and conduct an Annual Convention consisting of:
  - (1) Sessions of the constituent organizations.
  - (2) General Sessions open to members, associate members and general public.

**Article 3.—MEMBERSHIP.** The membership shall consist of members and associate members:

- (a) **MEMBERS** shall be those who are in good standing in the constituent organizations who have paid the convention fee.
- (b) **ASSOCIATE MEMBERS** shall be those engaged in educational work in the Province of Alberta, who have paid the annual convention fee.

(N.B. The Alberta Educational Federation will sponsor the next Easter Convention.)

**Article 4.—ANNUAL CONVENTION.** The Annual Convention shall be organized and conducted by the Executive of the Federation and it shall consist of:

- (a) General Sessions
- (b) Sessions of the various federated bodies.

All convention officials shall be appointed by the Executive. Voting power in the general session shall be restricted to Members as herein defined.

**Article 5.—EXECUTIVE COMMITTEE.** The Executive Committee of the Federation shall consist of:

- (a) Two members elected by the Alberta Public School Inspectors' Association.
- (b) Two members elected by the Alberta Normal School Instructors' Association.
- (c) The Executive Council of the Alberta Teachers' Alliance, Inc.

**Article 6.—RULES.** All general sessions of the Federation shall be conducted in accordance with "Bourinot's Rules of Procedure for Public Meetings."

**Article 7.—OFFICERS.** The Executive Committee of the Federation shall choose and appoint the officers of the Federation from their own membership. The Officers of the Federation shall be the Officers of the convention and shall consist of President, Convention Chairman and Secretary-Treasurer.

**Article 8.—**The Annual Convention fee shall be determined by the Executive.



